2019 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006.* This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.*

Attested on 23 April 2020 at 12:03 PM by Chris Tatnall (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2020 at 11:00 AM by Emily Cracknell (School Council President)

About Our School

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 2019 comprised 9 classes from Prep to Year 6. Our students also received specialist classes in Music, PE, LOTE (Italian) Art and Library. We have a Principal and Assistant Principal. We are located centrally in the township of Hurstbridge and work very closely with members of the local community.

Framework for Improving Student Outcomes (FISO)

From the 2019 AIP Hurstbridge Primary School was focusing on the FISO initiatives of
»Excellence in Teaching and Learning
»Community Engagement

Our first goal was "To improve student outcomes in Literacy and Numeracy and develop curious lifelong learners"
Our key improvement strategies for this goal were: "Build teacher capacity to understand and analyse a range of data, and to effectively assess and monitor learning growth." and "Develop professional consistency in teacher practice throughout the school with a focus on Literacy"
Why we chose this goal: "The school needs to continue to develop a consistent approach to the use and management of data to direct student learning. We are developing more consistent practices to deliver higher levels of student outcomes across the school. We will be focusing heavily this year on our school review self evaluation this year."

Our second goal was "To create a supportive learning community which nurtures the social and emotional development of students and staff"
Our key improvement strategy for this goal was: "Develop and implement school wide positive behavior and social emotional learning programs."
Why we chose this goal: "The school has identified that we need more consistent approaches to behaviour and social emotional programs across all year levels. To build on this consistency we have begun to introduce School Wide Positive Behaviour across the school. A SWPB Team has been formed to introduce this, the team consists of Principal class, teacchers, ES and School Council Representation."

Achievement

In 2019 we continued to work on our goal of improving student outcomes and develop curious lifelong learners. The actions in our 2019 AIP were:
»Build teacher knowledge of a range of assessment strategies
»Build teacher capacity to analyse and interpret a range of data
»Build teacher capacity to use data to inform teaching
»Develop a collective responsibility for student outcomes
»Deep engagement with the Pre-review self evaluation by all staff

In 2019 a Data Manager was appointed who was a member of the School Improvement Team (SIT). The data manager collected and shared various forms of data with the staff. In 2019 we underwent a school review, as part of this process all staff were shown all data sets available and how they could modify teaching to cater for individual needs. As part of this process each student in the school has their own Individual Learning Plan (ILP) which was co-created by the student, staff and parents. School Professional Learning Communities (PLC)'s were established and focus on analysing data to inform teaching. The school is planning on going through formal PLC Training in 2020/21

Another Key Improvement Strategy we focused on was "Develop professional consistency in teacher practice throughout the school with a focus on Literacy", throughout the year staff worked together to develop their own Instructional Model which was introduced across the whole school. This model describes what a lesson would look like at Hurstbridge Primary School. Initially we were looking at introducing this for Literacy lessons but this will continue into other areas in 2020.

Engagement

In 2019 we continued to work on our goal of creating a supportive learning community which nurtures the social and emotional development of students and staff. The actions in our 2019 AIP were:
»Develop staff capacity to effectively implement SWPB
»Develop teacher capacity to assist students to take ownership of their learning

In 2019 a School Wide Positive Behaviour (SWPB) team was formed. This was lead by our Assistant Principal. The team included school staff as well as the School Council President. This team attended several days of professional

development from the Department of Education, they then worked as a team introducing SWPB into Hurstbridge Primary School. Throughout the year SWPB was operating in classrooms with students earning 'Zen Coins' for correctly displaying school values. The team also introduced procedures for dealing with minor and major behaviour incidents in the school, these were all shared with the staff. Students were encouraged as part of this process to take on ownership of their learning and behaviour at school. The program will continue to be developed in 2020.

Wellbeing

In 2019 we continued to work on our goal of creating a supportive learning community which nurtures the social and emotional development of students and staff. We had a focus on wellbeing across the school. The School Wide Positive Behaviour (SWPB) Initiative looked at our school values and promoting positive behaviour in the school. The SWPB team lead this throughout the school. Tracking was introduced through Compass to monitor student wellbeing and behaviour issues, allowing the school to focus on where any incidents are occurring and prevent future incidents.

The school has also continued its work with other organisations to deliver wellbeing programs or initiatives to the students. All students in years 3-6 participated in TriTactics positive thinking program. We continued our School Chaplaincy Program to provide pastoral care to students, as well as our visiting Child Psychologists, Occupational Therapists, and Speech Pathologists for children who needed these services.

In 2020 we are continuing these programs, the Chaplaincy Program has ended so we are replacing this with a Wellbeing Officer who will run support groups with our students, as well as providing families and children with individual support as required.

Financial performance and position

Hurstbridge Primary School has maintained a sound financial position throughout 2019. The School Strategic Plan, along with the 2019 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 2018 and then approved in 2019 once our final SRP was released after school census day.

The Financial Performance and Position report shows an end of year surplus of $32,005. This surplus occurred through community grants and donations to camps, excursions and targeted teaching areas in 2019. The School received a very small amount of Equity Funding, which contributed towards the employment of integration aides to provide support across the school as required.

For more detailed information regarding our school please visit our website at
https://www.hbridgeps.vic.edu.au/

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▨
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 215 students were enrolled at this school in 2019, 103 female and 112 male.

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

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |
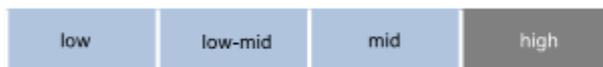
Parent Satisfaction Summary

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

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

School Staff Survey

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

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

Performance Summary

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

Achievement | Student Outcomes | Similar School Comparison

Teacher Judgement of student achievement

Percentage of students in Years Prep to 6 working at or above age expected standards in:

- English
- Mathematics

For further details refer to *How to read the Annual Report.*

Results: English

0 ━━━━━━━━━━ 100

Results: Mathematics

0 ━━━━━━━━━━ 100

Below ●

Below ●

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▇
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Above
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Similar

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 29 % Low / 54 % Medium / 18 % High **Numeracy** 29 % Low / 61 % Medium / 11 % High **Writing** 18 % Low / 57 % Medium / 25 % High **Spelling** 21 % Low / 57 % Medium / 21 % High **Grammar and Punctuation** 21 % Low / 79 % Medium	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low / 50% Medium / 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▬▬▬▬▬▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬▬▬▬▬▬▬▬ 50 Few absences <------> Many absences	Above ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	91 %	91 %	93 %	93 %	92 %	93 %	93 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Below
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 — 100 Results: 2017 - 2019 (3-year average) 0 — 100	Below

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$1,846,535
Government Provided DET Grants	$306,749
Government Grants Commonwealth	$53,524
Revenue Other	$17,552
Locally Raised Funds	$289,620
Total Operating Revenue	**$2,513,980**

Equity[1]	
Equity (Social Disadvantage)	$12,496
Equity Total	**$12,496**

Expenditure	
Student Resource Package[2]	$1,846,535
Books & Publications	$471
Communication Costs	$8,048
Consumables	$61,366
Miscellaneous Expense[3]	$145,727
Professional Development	$19,765
Property and Equipment Services	$82,126
Salaries & Allowances[4]	$243,305
Trading & Fundraising	$41,209
Travel & Subsistence	$2,464
Utilities	$30,960
Total Operating Expenditure	**$2,481,976**
Net Operating Surplus/-Deficit	**$32,005**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$131,244
Official Account	$22,879
Other Accounts	$48,353
Total Funds Available	**$202,476**

Financial Commitments	
Operating Reserve	$101,959
Other Recurrent Expenditure	$2
Provision Accounts	$19,457
Funds Received in Advance	$11,728
School Based Programs	$29,307
Total Financial Commitments	**$162,454**

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

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
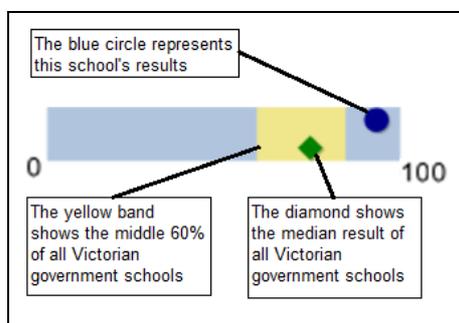
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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

What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').