2020 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 2020 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 07 May 2021 at 09:09 PM by Chris Tatnall (Principal)

The 2020 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 20 May 2021 at 12:39 PM by Emily Cracknell (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

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 2020 comprised 8 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 Acting 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 2020 AIP Hurstbridge Primary School was focusing on the FISO initiatives of
»Excellence in Teaching and Learning
»Community Engagement

Our first goal was "To maximise literacy and numeracy outcomes and learning growth for every student"

Our key improvement strategies for this goal were:
"Strengthen collaborative processes through the implementation of Professional Learning Communities (PLCs) that enable teachers to analyse assessment data, use it to plan differentiated curriculum and to teach to each student's point of learning ensuring that all students are challenged (including high achieving students) and that the impact of their teaching on student learning is evaluated."

"Embed whole school reading, numeracy and writing instructional models, integrating the use of high impact teaching strategies, to enable consistent, high quality instruction in every classroom", and

"Review leadership structures and processes and build the instructional leadership capacity of all in leadership roles to enable higher levels of consistency, collective responsibility and shared accountability for maximising student achievement and learning growth"

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."

Our second goal was "To improve the social and emotional engagement and wellbeing of every student"

Our key improvement strategy for this goal was: "Embed the school–wide positive behaviours model to assist students in the development of growth mindsets and an ability to self–regulate."
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, teachers, ES and School Council Representation."

Achievement

In 2020 we continued to work on our goal of maximising literacy and numeracy outcomes and learning growth for every student. The actions in our 2020 AIP were:
»Develop teacher capability to undertake accurate assessment of student reading
»Develop teacher capacity to use assessment information to determine student point of learning need in relation for reading
»Develop teacher capability implement the whole school instructional model for reading
»Develop teacher knowledge and understanding of high impact teaching strategies for reading
»Develop role clarity for all school leaders
»Develop consistent structures and process that support successful leadership across the school

In 2020 a we refined our School Improvement Team (SIT) which comprises of Principal, Literacy Leader, Numeracy Leader as well as Curriculum & Data Leader. The SIT introduced procedures and process gained through completion in Data Wise Professional Learning. New rolling agendas was initially introduced in SIT then carried onto other teams in the school. Role clarity was discussed and leadership roles clarified and defined for the school.

Our school continued the focus on developing teacher capacity in assessment of reading. All staff completed several professional learning sessions around the Fountas and Pinnell Program, all students were assessed to determine their point of learning need for reading comprehension. Our instructional model was embedded in all classrooms in literacy

sessions.

Engagement

In 2020 we continued to work on our goal of improving the social and emotional engagement and wellbeing of every student. The actions in our 2020 AIP were:
»Develop teacher capacity to consistency implement SWPB across all classes
»Develop teacher understanding of growth mindsets and their application to the classroom

In 2020 a School Wide Positive Behaviour (SWPB) team existed. 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 all 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. Due to COVID-19 we were unable to address the development of teacher understanding of growth mindsets.

Wellbeing

In 2020 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, especially during COVID-19 lockdown. The School Wide Positive Behaviour (SWPB) Initiative looked at our school values and promoting positive behaviour in the school, regular lessons were taught in classrooms addressing these. The SWPB team lead this throughout the school. Tracking was continued 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. 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. During COVID they made contact with all students in the school. 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.

Financial performance and position

Hurstbridge Prinary School has maintained a sound financial position throughout 2020. The School Strategic Plan, along with the 2020 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 2019 and then approved in 2020 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 2020 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 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.

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 194 students were enrolled at this school in 2020, 96 female and 98 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) which takes into account parents' occupations and education.
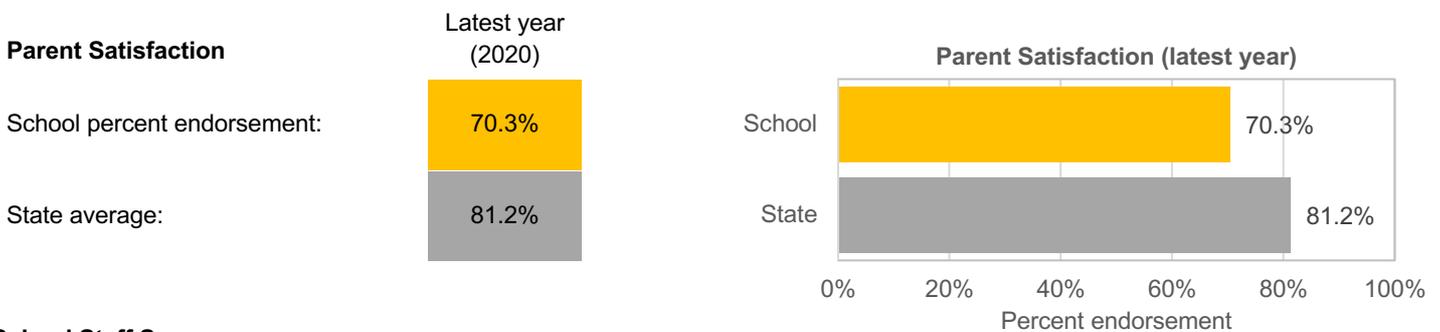
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.
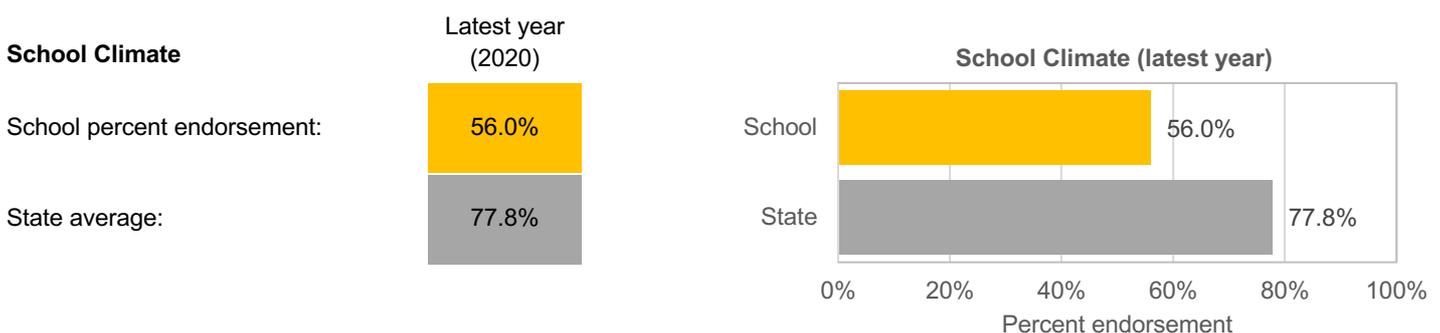
Parent Satisfaction	Latest year (2020)
School percent endorsement:	70.3%
State average:	81.2%

Parent Satisfaction (latest year)

School — 70.3%
State — 81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	56.0%
State average:	77.8%

School Climate (latest year)

School — 56.0%
State — 77.8%

Percent endorsement

ACHIEVEMENT

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 (2020)

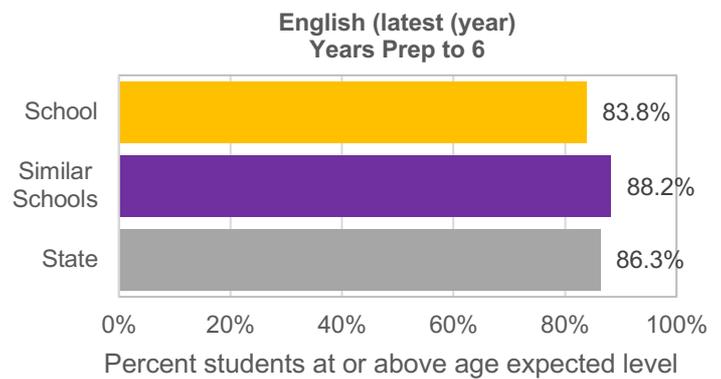School percent of students at or above age expected standards: 83.8%

Similar Schools average: 88.2%

State average: 86.3%

English (latest (year)
Years Prep to 6

School	83.8%
Similar Schools	88.2%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year (2020)

School percent of students at or above age expected standards: 85.8%

Similar Schools average: 87.4%

State average: 85.2%

Mathematics (latest year)
Years Prep to 6

School	85.8%
Similar Schools	87.4%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
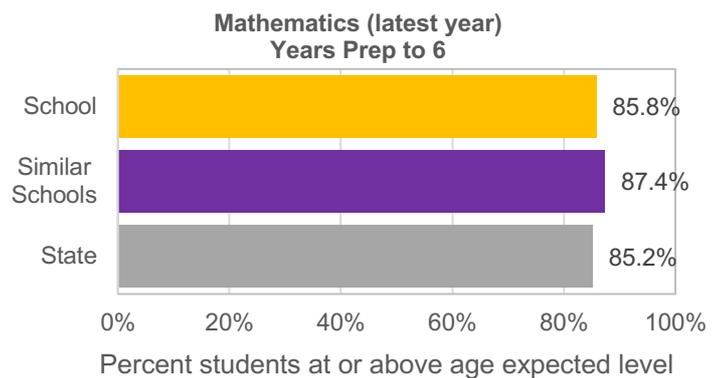
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

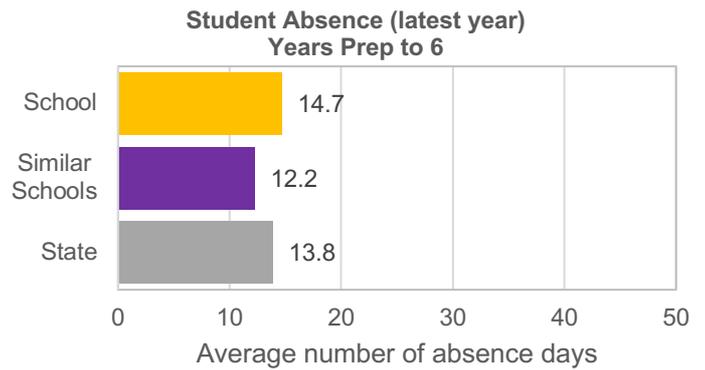NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	14.7	14.6
Similar Schools average:	12.2	14.9
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	14.7
Similar Schools	12.2
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	90%	94%	92%	95%	92%	93%

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	60.8%	64.3%
Similar Schools average:	79.1%	79.5%
State average:	79.2%	81.0%
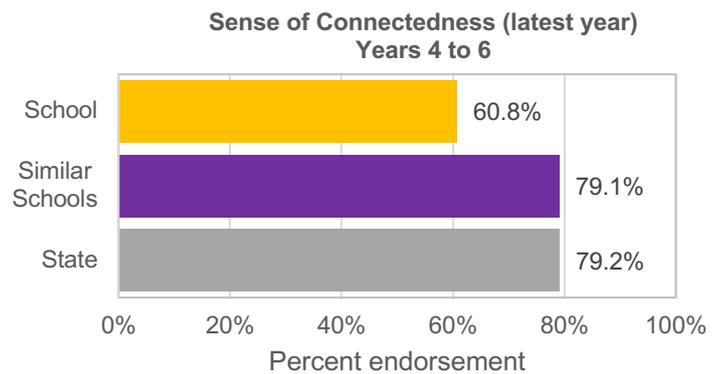
Sense of Connectedness (latest year) Years 4 to 6

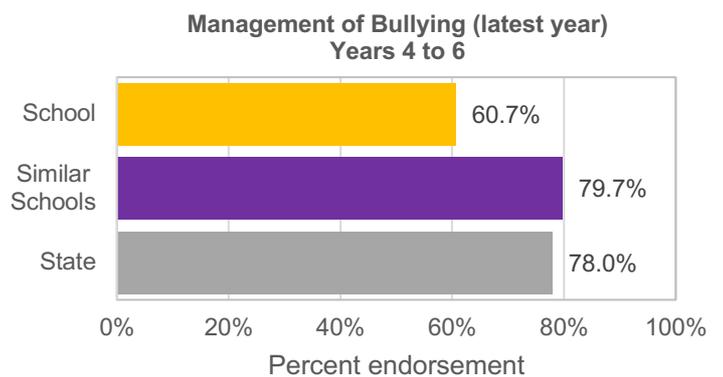|	
School	60.8%
Similar Schools	79.1%
State	79.2%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	60.7%	68.1%
Similar Schools average:	79.7%	80.8%
State average:	78.0%	80.4%

Management of Bullying (latest year) Years 4 to 6

School	60.7%
Similar Schools	79.7%
State	78.0%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$1,857,676
Government Provided DET Grants	$303,339
Government Grants Commonwealth	$87,067
Government Grants State	$1,100
Revenue Other	$23,151
Locally Raised Funds	$105,448
Capital Grants	NDA
Total Operating Revenue	**$2,377,781**

Equity [1]	Actual
Equity (Social Disadvantage)	$13,553
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$13,553**

Expenditure	Actual
Student Resource Package [2]	$1,857,676
Adjustments	NDA
Books & Publications	$401
Camps/Excursions/Activities	$21,157
Communication Costs	$8,735
Consumables	$41,909
Miscellaneous Expense [3]	$8,453
Professional Development	$7,350
Equipment/Maintenance/Hire	$42,410
Property Services	$65,231
Salaries & Allowances [4]	$154,066
Support Services	$41,979
Trading & Fundraising	$9,963
Motor Vehicle Expenses	$168
Travel & Subsistence	NDA
Utilities	$25,607
Total Operating Expenditure	**$2,285,106**
Net Operating Surplus/-Deficit	**$92,675**
Asset Acquisitions	**$18,801**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$182,628
Official Account	$56,011
Other Accounts	$40,308
Total Funds Available	**$278,947**

Financial Commitments	Actual
Operating Reserve	$62,443
Other Recurrent Expenditure	NDA
Provision Accounts	$25,717
Funds Received in Advance	$2,831
School Based Programs	$37,218
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$154,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$12,175
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$294,384**

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.