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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the ‘Student enrolment numbers’ and/or ‘Curriculum framework for schools - languages program’ minimum standards until 31 December 2015.
# About Our School

## School Context

Harrietville Primary School, founded in 1866, is located in the picturesque mountain village of Harrietville, 25kms from Bright, at the base of Mt Hotham in North-East Victoria. As the sole provider school within Harrietville, enrolments are entirely procured from the local township which, at the 2011 census, had a population of 402. At the commencement of 2015, the school had an enrolment of 11 students, increasing to 13 by the end of the year.

At Harrietville Primary School, our vision is to develop respect within children, who engage in their learning, aspire to achieve their personal goals and become connected members of the community. Our mission is to provide a personalised, supportive and engaging environment, in which students strive to achieve the best of their ability. Maintaining strong connections with the community, developing leadership skills and providing every child with every opportunity are priorities in the development of our students to become well balanced and respectful community members. Links with community are strengthened through the Music Camp (Whitehorse Orchestra) held at the school each January and the annual Harrietville School Duck Race in association with the Harrietville Historic Society Bush Market at Easter time.

In 2015, students participated in designing a permaculture garden within the school grounds. In collaboration with local permaculture consultant, Lisa Tuck, students learned about permaculture philosophy and companion planting. Students planted garden beds with winter vegetables, created an edible patch, constructed a sensory wicking bed and composted via a worm farm.

The school facilitated the Harrietville Kinder Club, which invites 0-5 year olds from the community, to join in shared activities and play within the school environment. As well, the school launched an engaging new website to showcase what it offers to the broader community.

In 2016, we are celebrating the 150th year of our school. This celebration will involve the whole community – past, present and future – in the form of an old fashioned fair and a performance by local actors and students.

## Achievement

Teacher assessments from the AusVELS reported that 100% of students in Years Prep to 6 achieved a grade of C or above in English and Mathematics. For privacy reasons, no data is available for student performance on NAPLAN in 2015 as cohort numbers in Year 3 and 5 were small.

No data is available for NAPLAN Learning Gain for Year 3 – 5, for reasons stated above.

Every student has a comprehensive personalised Individual Learning Plan that has guided teaching and learning. The permaculture garden project provided students with life-long learning experiences, linking biological science, design and technology, health, mathematics and inclusion as positive educational outcomes.

In 2016, the school will continue to provide an inclusive and content-rich curriculum, particularly in the areas of Spelling and Numeracy. Each student will be supported through Individual Learning Plans which will profile their strengths, skills, learning preferences and abilities, as well as identify the most appropriate learning style.

## Engagement

In 2015, the students have continued to demonstrate academic, behavioural, cognitive and affective engagement. Students in the older year levels have shown great leadership across the school by attending leadership days, coordinating and delivering a whole school Fitness Program, providing support to younger students and attending camps. Student attendance rates have increased to an average of 91%.

Community engagement has been achieved through the Kinder Club, permaculture garden and input into the school website. Students have been academically and cognitively engaged, worked on building their social and emotional intelligence and displayed pride in their accomplishments. Students have been active participants in their own learning journey.

Affirmative parent and community engagement was apparent through consistent support in shared reading, fundraising via the Duck Race, AMTRA, the wood raffle and our annual Art & Pizza and Concert in the Park nights. From the 2015 Parent Opinion Survey, on a scale of 1 to 7 (where 7 is the highest possible score), parent satisfaction scored a 6.
Wellbeing

As part of our commitment to students' social and emotional learning, under the umbrella of the Kids Matter program, the school delivered the Bounce Back! program every fortnight. The curriculum identifies the social and emotional capabilities that students need, to reach their academic potential in school, to experience wellbeing and create positive relationships with others.

In 2015, there were no Year 5 or 6s to administer the Student Attitudes to School survey, and therefore, no data available to measure the Connectedness to School or Student Perceptions of Safety. The school's aim for 2015, however, was to continue to promote student morale, build resilience and will continue to be a priority in the future.

For 2016, the Bounce Back! Wellbeing and resilience program will continue to focus on teaching students coping skills and positive responses to the complexity of their everyday lives. Student feedback will be continually sought.

Productivity

The school employed one full-time and one 0.8 staff member and provided part-time, casual or contract employment for a number of others in the areas of specialist teaching, management, maintenance and delivery of the ‘Sporting Schools’ program. The school has an active Parents and Friends Committee and the education programs are strongly supported by volunteers drawn from extended family and community members.

The school is divided into two classes of P-2 and 3-6 and developed a personal Individual Learning Plan for each student to enable them to achieve their own learning potential. A variety of specialist subjects were delivered by specialist teachers, including German, Information and Communication Technology, Art (MACC Van), Library/Science (MARC Van) and Music lessons. The school also offered a Swimming Program in Terms 1 and 4 and Skiing Program in Term 3.

For more detailed information regarding our school please visit our website at http://www.harrietvilleps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

### School Profile

#### Enrolment Profile

A total of 11 students were enrolled at this school in 2015, 7 female and 4 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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

#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
## Performance Summary

**Achievement**

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English
- Mathematics

The grades are the same as those used in your child’s end of year report.

A ‘C’ rating means that a student is at the standard expected at the time of reporting.

### Results: English

![Bar Chart](image1)

### Results: Mathematics

![Bar Chart](image2)

**Student Outcomes**

**School Comparison**

Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

English

No Data Available

Mathematics

No Data Available

Towards Foundation Level AusVELS is not used for the School Comparison.
# Performance Summary

## Achievement

### 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.

### 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.

## Student Outcomes

### NAPLAN Year 3

- **Results: Reading**
  - No Data Available

- **Results: Reading (4-year average)**
  - No Data Available

- **Results: Numeracy**
  - No Data Available

- **Results: Numeracy (4-year average)**
  - No Data Available

### NAPLAN Year 5

- **Results: Reading**
  - No Data Available

- **Results: Reading (4-year average)**
  - No Data Available

- **Results: Numeracy**
  - No Data Available

- **Results: Numeracy (4-year average)**
  - No Data Available
### Performance Summary

**Achievement**

**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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>No Data Available</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
</tr>
<tr>
<td>No Data Available</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>No Data Available</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>No Data Available</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>No Data Available</td>
</tr>
</tbody>
</table>
Harrietville Primary School

Performance Summary

Engagement

**Average Number of Student Absence Days**

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

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>96 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>84 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>89 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>89 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Outcomes

- **Results: 2015**
  - Preparation: [Graph showing attendance rates for each year level]
- **Results: 2012 - 2015 (4-year average)**
  - Preparation: [Graph showing attendance rates for each year level]

School Comparison

- Similar
- Similar

Key: Range of results for the middle 60% of Victorian government primary year levels. Result for this school: Median of all Victorian government primary year levels.

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

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:
# Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School - Connectedness to School</strong>&lt;br&gt;Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> 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.</td>
<td><img src="#" alt="Results: 2015" /> <img src="#" alt="Results: 2012 - 2015 (4-year average)" /></td>
<td><img src="#" alt="No Data Available" /></td>
</tr>
<tr>
<td><strong>Students Attitudes to School - Student Perceptions of Safety</strong>&lt;br&gt;Measures the Student Perceptions of Safety factor derived from the <em>Attitudes to School</em> 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.</td>
<td><img src="#" alt="Results: 2015" /> <img src="#" alt="Results: 2012 - 2015 (4-year average)" /></td>
<td><img src="#" alt="No Data Available" /></td>
</tr>
</tbody>
</table>
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.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student’s current year NAPLAN result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as ‘High’, the middle 50% is categorised as ‘Medium’ and the bottom 25% is categorised as ‘Low’.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

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

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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

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.


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.
## Harrietville Primary School

### Financial Performance and Position

#### Financial Performance - Operating Statement

**Summary for the year ending 31 December, 2015**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$233,575</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$43,802</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$8,686</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$797</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$18,858</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$23,566</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$329,284</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$280,602</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$526</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$1,441</td>
</tr>
<tr>
<td>Consumables</td>
<td>$9,394</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$8,163</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$1,755</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$23,917</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$22,601</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$5,330</td>
</tr>
<tr>
<td>Utilities</td>
<td>$4,454</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$358,183</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**

($28,899)

**Asset Acquisitions**

$0

#### Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$34,302</td>
</tr>
<tr>
<td>Official Account</td>
<td>$4,690</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$32,517</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$71,509</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$12,143</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td>Maintenance - Buildings/Grounds incl SMS&lt;12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$3,000</td>
</tr>
<tr>
<td>Other recurrent expenditure</td>
<td>$26,366</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &gt; 12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$71,509</strong></td>
</tr>
</tbody>
</table>

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

### Financial performance and position commentary

Due to a decrease in enrolments, the school operated in deficit.