

# 2022 Annual Report to the School Community

School Name: Harrietville Primary School (0843)



- 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 17 March 2023 at 02:08 PM by Samantha Pellegrini (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 23 March 2023 at 09:08 AM by Eleanor Pierce (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

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 mostly procured from the local township which, at the 2021 census, had a population of 408. At the commencement of 2022, the school had an enrolment of 35 students and our staff comprised of 1 full-time teaching principal (Year 3-6), 1 full-time teacher (Prep-Year 2) and a part-time 0.5 business manager. A variety of specialist subjects were delivered by specialist teachers, including German, Aboriginal studies, Information and Communication Technology, Health & PE, Art (MACC Van), Library/Science (MARC Van) and Music lessons. The school also offered a Swimming/Tennis Program in Terms 1 and 4 and a Skiing Program in Term 3. 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 to the best of their ability. We believe that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive and where everyone is treated with respect and dignity. Harrietville Primary School is guided by values held by the school and its community: Community - connection to land and relationships, linking with community and the world Achieve - aspiring to achieve learning goals, to design and produce Respect - of self and others, learning and property through honesty, inclusion and responsibility Engage - in learning by thinking and questioning, experiencing and endeavouring 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 the community were strengthened through our annual Harrietville School Duck Race in association with the Harrietville Historic Society Bush Market at Easter time, our annual Art & Pizza night and the Harrietville Half Marathon in October. We continued our commitment to promoting the value of connecting children with the native land to enhance physical, mental, social and spiritual wellbeing through our Bush School programs and Ngamilimali Maarumali program with Auntie Lee. With the help of funding from Regional Arts Victoria, with a focus on Student Voice for Recovery, we ran a Mosaic Project over two terms, engaging two local mosaic artists who facilitated and worked with the students to create four mosaic benches which take pride position at the front of the school.

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

### Learning

Teacher judgement of student achievement reported that the percentage of students in Years Prep to 6 working at or above age expected standards in English was 96.1% and Mathematics was 97.7%. There is no data for the percentage of students meeting or above Benchmark Growth or Relative Growth for Year 5 NAPLAN due to NAPLAN not occurring in 2020 (because of COVID-19). The percentage of students in the top three bands for Year 3 NAPLAN was 85.7% in Reading and 71.4% in Numeracy. The percentage of student in the top three bands for Year 5 NAPLAN was 100% in Reading and Numeracy. The school has continued to provide an inclusive and content-rich curriculum, particularly in the areas of Reading, Writing and Numeracy. Each student is supported through a comprehensive and personalised Individual Learning Plan which profiles their strengths, skills, learning preferences and abilities, as well as identify the most appropriate learning style. To improve writing achievement across the school, we have worked to build staff capacity in embedding a whole-school writing instruction model and develop rigorous evidence-based approaches to teaching writing. Students requiring extra support continued to be included in the Literacy Intervention program and Tutor Learning Initiative.

### Wellbeing

As part of our commitment to students' social and emotional learning, as part of the Respectful Relationships initiative, the school delivered the Resilience, Rights & Respectful Relationships and Better Buddies 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 2022, Year 4 to 6 students were administered the Student Attitudes to School survey which indicated that 94% of responses were positive as they related to Sense of Connectedness and 100% for Management of Bullying. Health and Wellbeing were supported through the engagement of a Welfare Officer, a qualified Art Therapist, to work with individual students. To complement Bush School, we engaged a local Gamilaroi woman to deliver her Ngamilimali Maarumali

program for students, staff and parents which included Wayapa Wuurk and Dadirri. Programs 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.

## Engagement

In 2022, 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. Average attendance rates were between 86% and 95%. To support student engagement, our school continued to engage a Wellbeing Officer to work with individual students and run a Bush School program, incorporating the Ngamilimali Maarumali program. These programs will focus on teaching students to deal with challenges experienced with opportunities being provided to build student agency and feedback. Community engagement has been achieved through community volunteer presence at the school, local camps and sporting activities and participation in Bush School at bush sites around the community. Students have worked on building their social and emotional intelligence and displayed pride in their accomplishments and been active participants in their own learning journey. Affirmative parent and community engagement was apparent through consistent support in shared reading, fundraising via the Harrietville Duck Race and end of year concert. The 2022 Parent Opinion Survey, the percent endorsement by parents on their school satisfaction level was of 86.3%.

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## Financial performance

The Financial Performance - Operating Statement summary for the year ending 31 December 2022, which includes the total financial Revenue and Expenditure for the Student Resource Package, shows that the school operated at a surplus of \$293,743. This was due to the increase in enrolments for the 2022 year, less expenditure due to extra funding associated with COVID-19. The Financial Position as at 31 December 2022 indicates that funds available have met total financial commitments. Equity funding was used to build staff efficacy, increase student opportunities and embed student learning programs and resourcing decisions have aligned with the School Strategic Plan and Annual Implementation Plan goals and learning priorities.

**For more detailed information regarding our school please visit our website at**  
[www.harrietvilleps.vic.edu.au](http://www.harrietvilleps.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 34 students were enrolled at this school in 2022, 22 female and 12 male.

0 percent of students had English as an additional language and 0 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).

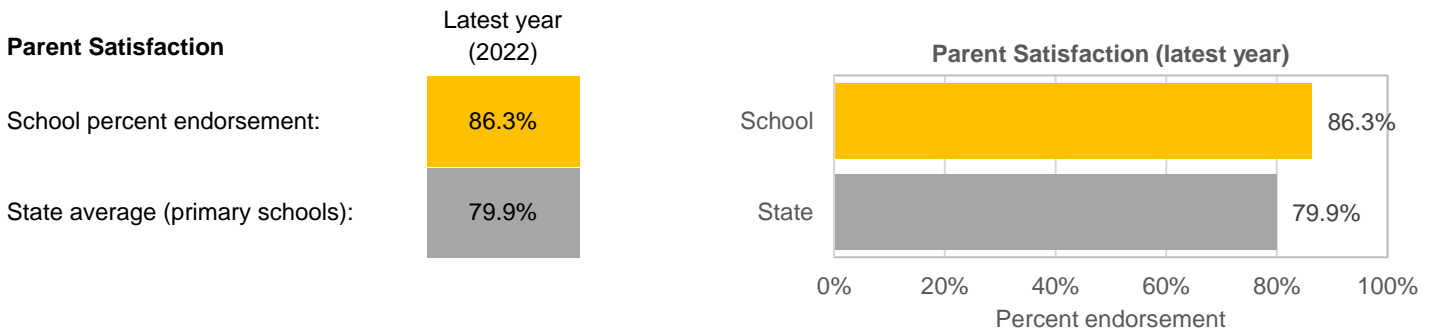
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

### 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.

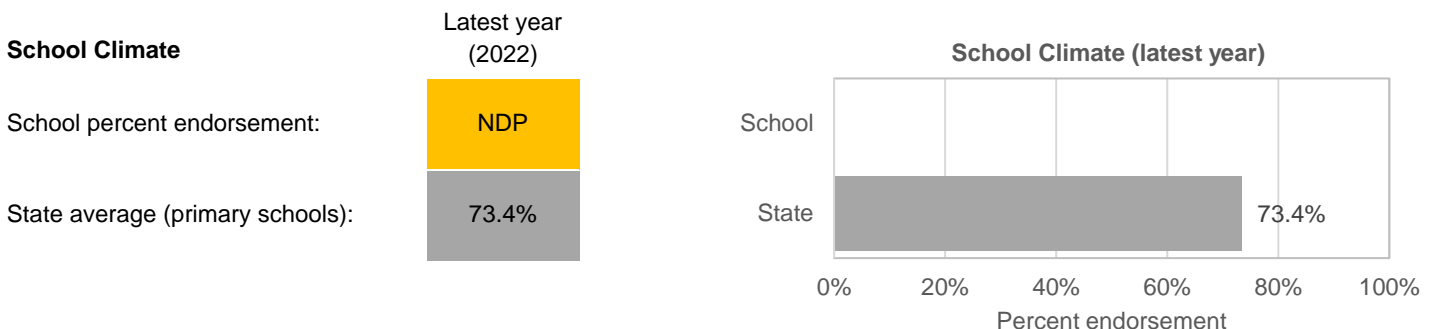


### School Staff Survey

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:

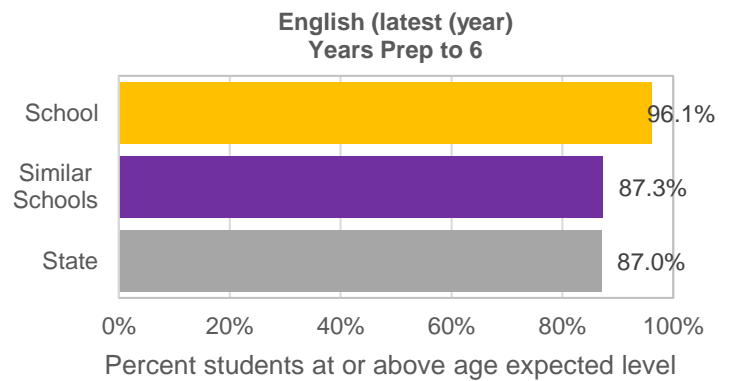
96.1%

Similar Schools average:

87.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

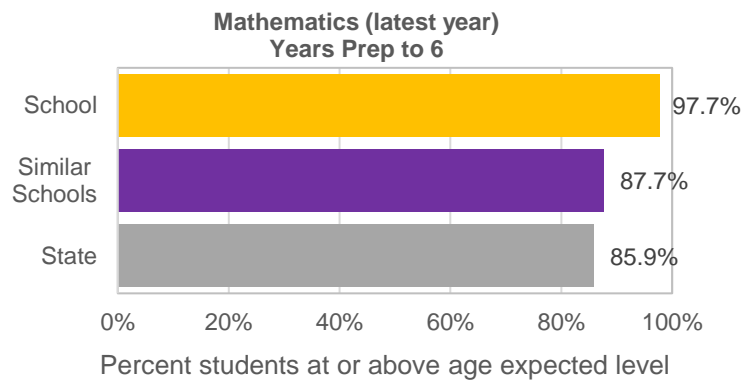
97.7%

Similar Schools average:

87.7%

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.

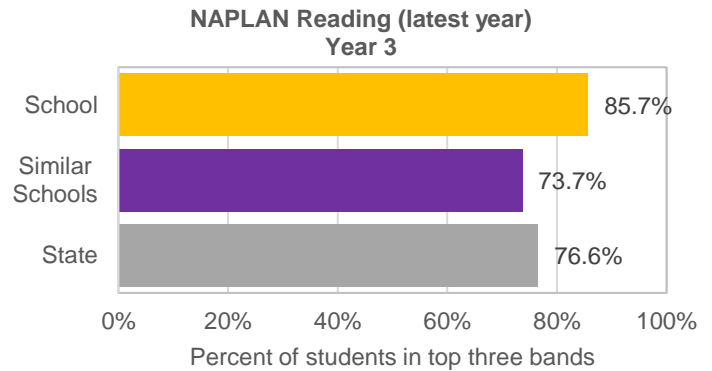
### NAPLAN

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.

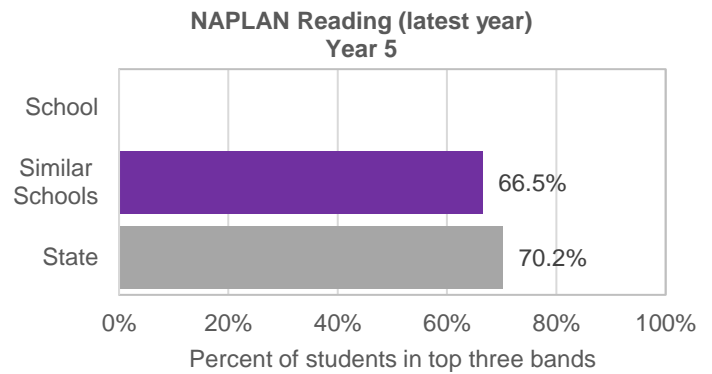
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	87.5%
Similar Schools average:	73.7%	74.6%
State average:	76.6%	76.6%



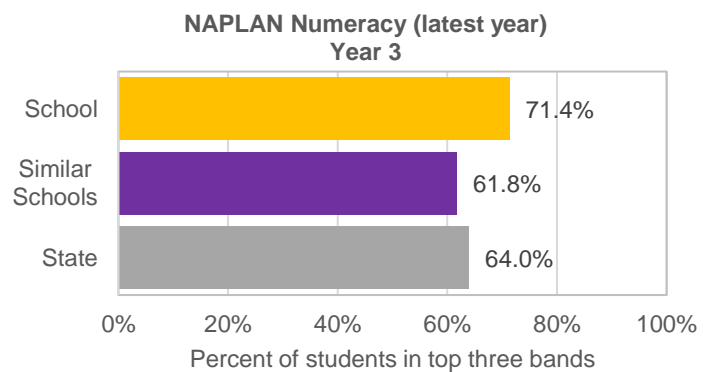
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	85.7%
Similar Schools average:	66.5%	68.3%
State average:	70.2%	69.5%



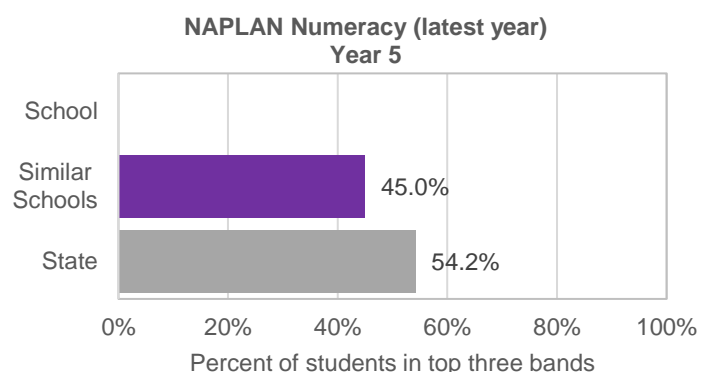
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	87.5%
Similar Schools average:	61.8%	67.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	71.4%
Similar Schools average:	45.0%	54.8%
State average:	54.2%	58.8%





## WELLBEING

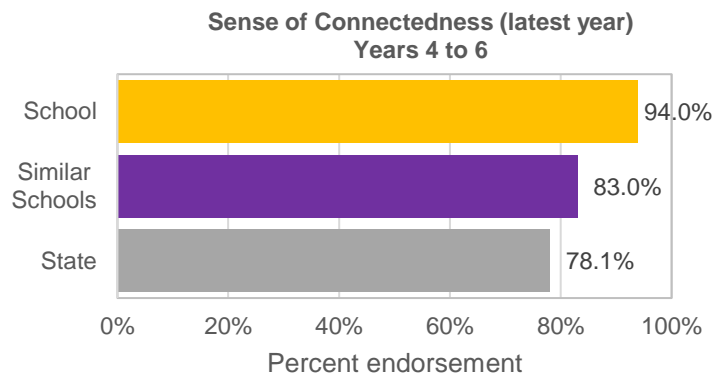
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	94.0%	96.4%
Similar Schools average:	83.0%	82.3%
State average:	78.1%	79.5%

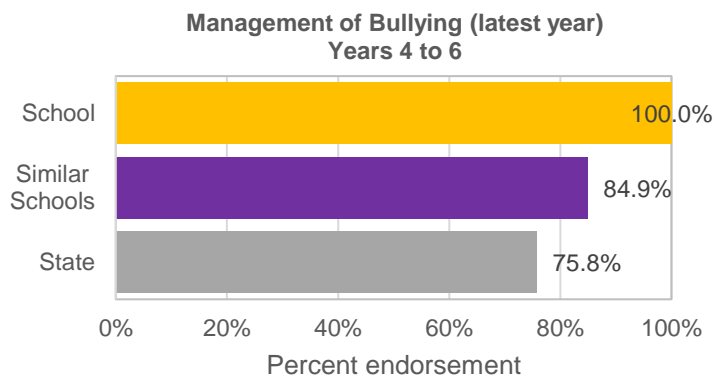


### Student Attitudes to School – Management of Bullying

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:	100.0%	97.0%
Similar Schools average:	84.9%	84.5%
State average:	75.8%	78.3%



## ENGAGEMENT

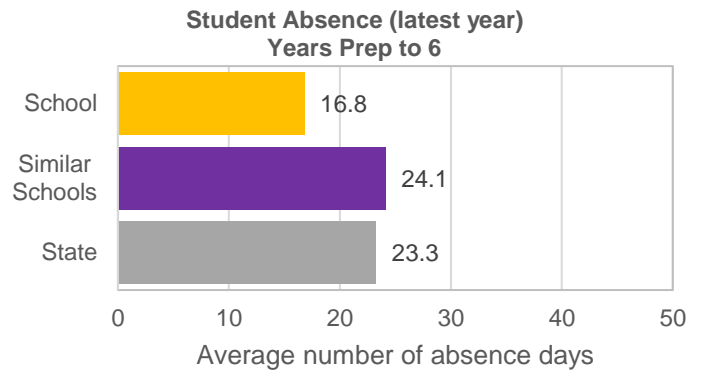
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.8	14.3
Similar Schools average:	24.1	16.5
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%	93%	93%	93%	95%	86%	NDP

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$624,360
Government Provided DET Grants	\$239,779
Government Grants Commonwealth	\$93,000
Government Grants State	\$4,000
Revenue Other	\$9,871
Locally Raised Funds	\$54,884
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,025,894</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,168
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,168</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$402,785
Adjustments	\$0
Books & Publications	\$533
Camps/Excursions/Activities	\$12,345
Communication Costs	\$1,184
Consumables	\$10,724
Miscellaneous Expense <sup>3</sup>	\$9,003
Professional Development	\$4,778
Equipment/Maintenance/Hire	\$12,017
Property Services	\$40,860
Salaries & Allowances <sup>4</sup>	\$206,396
Support Services	\$12,405
Trading & Fundraising	\$8,911
Motor Vehicle Expenses	\$5,015
Travel & Subsistence	\$0
Utilities	\$5,194
<b>Total Operating Expenditure</b>	<b>\$732,151</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$293,743</b>
<b>Asset Acquisitions</b>	<b>\$63,137</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

Funds available	Actual
High Yield Investment Account	\$160,961
Official Account	\$12,414
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$173,375</b>

Financial Commitments	Actual
Operating Reserve	\$49,599
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$107,448
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$172,047</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.*