

2019 Annual Report to The School Community



School Name: Halls Gap Primary School (3058)



- 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 20 May 2020 at 03:06 PM by Ja-San Trimble (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 12 June 2020 at 03:55 PM by Gjalt Erkelens (School Council President)

About Our School

School context

Halls Gap Primary School is located in a picturesque setting adjoining the Grampians National Park. The school serves the local community with many of the school families involved in tourism, hospitality, retail and Parks Victoria. The population of the school is transient and approximately 50% of the students currently enrolled commenced in their Foundation year. There is no identified trend in enrolment and the numbers can fluctuate quite substantially from year to year and throughout the year. Current student enrolment numbers are at 47 with staffing comprised of the principal, 3 full time teachers, 2 part time specialists and part time business manager

The school has run three composite classrooms for the past four years. The configuration of the classes is not permanent and depends on a variety of factors such as cohort numbers, available space, student learning needs, and staffing budgets.

All students at Halls Gap Primary School have an Individual Learning Plan and set themselves SMART (Specific, Measurable, Achievable, Realistic and Timely) goals in writing, reading, mathematics and personal learning.

The school delivers Victorian Curriculum. The daily timetable includes a two-hour literacy block and one and a half hours of Mathematics four days a week. Our educational priority is around consistency and a whole school approach to teaching and learning, with a teaching focus on literacy and numeracy. We strive to value add to all students, accepting that individuals have different academic abilities, social needs, and developmental needs that require supporting and nurturing to ensure maximum development. Our main goal is to ensure that all students reach and extend their potential.

Current School Values:

Excellence, Resilience, Compassion

Education

- Victorian Curriculum
- Chinese LOTE program provided to P-6 students (shared with Stawell Secondary College)
- Computers/iPads at a ratio of 1:1 – includes a Grades 4-6 leasing program
- Literacy – whole school Speech Sound Pics Program and VCOP and Big Write, MARC
- Mathematics – whole school iMaths
- Well-being – Resilience Project and Respectful Relationships
- Performing Arts specialist
- Intervention provided weekly to identified students, including speech

Extra-curricula

- Delivery of sporting schools
- Somers Camp – alternate years
- 4-6 Camp
- 2-3 camp
- P-1 excursion
- School Concert
- State Schools' Spectacular – alternate years
- 5-6 Maths Olympics
- End of year performing arts excursion to Melbourne (whole school)

Community

- The school runs 4 very successful community markets throughout the year, generally tied in with long weekends or significant events in the Grampians. While this is a source of fundraising revenue for the school, it creates partnerships with the tourism industry for the numerous tourism events each year
- The school connects regularly with local groups such as Grampians Brushes and Fabrics, WAMA and Parks Victoria for STEAM based learning both within the school grounds and out in the National Park itself

Facilities

- Rural Replacement funded building completed at the end of 2013 housing 2 open classrooms, a project space, toilets (disabled bathroom), staffroom, kitchen, conference room, first aid room, Principal's office and reception area
- Gymnasium/storage shed/kitchen
- Heritage library/music room now utilised as a classroom
- 2 playground areas
- Cubby

Framework for Improving Student Outcomes (FISO)

FISO Improvement initiatives - Building Practice excellence and Empowering Students and Building School Pride 2019 was a year of review. We had completed the self assessment in 2018 and had our review early in term 1. Our focus was on providing consistency across classrooms - particularly with regards to learning intentions and selection criteria and use of our E5 instructional model in planning and teaching. The two main areas of focus after the review (apart from Literacy and Numeracy) was that we require more time for teachers to analyse and discuss data and that students opportunity for voice and agency were minimal. Over 2019 we worked hard to improve in both of these areas. There were several successful strategies but the most effective two were:
 Student voice and agency - implementation of weekly Student Voice sessions (purely student centred and ran)
 PLC sessions facilitated by our Literacy Leader participant who took us through the Literacy Toolkit and the inquiry cycle. The plan for 2020 is to expand this to the cluster and use data as the basis for PD.

Achievement

The school provides a comprehensive curriculum across all learning areas, underpinned by literacy and numeracy. In 2019 the focus was on providing students with consistent strategies for goal setting, understanding learning intentions and knowing when they had been successful. During our review it was found that, when asked, students were able to articulate their goals but not fully able to explain how they knew they were successful in achieving them. CAFE was introduced into the school after observing some other schools using this to assist with LI and SC. We also implemented Essential Assessment for Mathematics which provides the students with their own student speak "I Can" statements. 2019 NAPLAN reading results showed an improvement in learning growth in that we had 17% with high growth and 67% with medium growth. There is a clear line of sight has been developed between the School Strategic Plan (SSP), Annual Implementation Plan (AIP), the Principal, and the Teacher Development Process. This ensures focussed and rigorous intent towards enhancing outcomes for all children.
 Our 2020 Annual Implementation Plan indicates that areas of focus moving forward are writing and well-being.

Engagement

The engagement of students at Halls Gap Primary School continues to be a high priority. Parents, staff and students work together to ensure a supportive and encouraging environment in which each child is valued and respected. We strive to ensure that our learning environment is engaging to all students, caters to the individual needs of all learners at their point of need building of positive relationships.
 At Halls Gap Primary School, we encourage the development of leadership skills within our students through the Junior School Council, and the Buddy Program. In addition, Years 5 and 6 children have the opportunity to attend Somers Camp every second year. These programs allow our students to work across grade levels to exercise and enhance their leadership skills. Roles within the JSC are greatly revered and the announcement of buddies causes great excitement.
 Children have access to specialist programs in performing arts, physical education, visual arts, STEM, library and Chinese.
 All children are involved in either a camp and/or major excursion throughout the year. Last year our 4-6 students headed to Pioneer Settlement in Swan Hill for a historical camp. P-1 are treated to a Little Big Day Out each year and the whole school and families are invited to attend a major excursion to Melbourne to see a musical theatre show - last year it was School of Rock.
 Halls Gap Primary School is part of the Grampians Small Schools Cluster. This enables children access athletics,

cross-country, soccer and cricket opportunities that they may not otherwise have been able to as a small group.

Wellbeing

A huge amount of work has been done in this area which was evident in our Attitudes to School Survey results in School Connectedness and Managing Bullying which were markedly improved on the 2018 results. During the year the implementation of the Resilience Project and related curriculum gave additional resources from which to draw in explicitly teaching students. This was used in conjunction with the Respectful Relationships program. School Wide Positive Behaviours program was introduced in term 3 and, in consultation with parents, fully implemented in term 4. Weekly student voice sessions give all students the opportunity to complete a STOP, START, KEEP without the intervention of teachers. These sessions are facilitated by students.

Financial performance and position

The school has consistently been in surplus for the last 7 years. In 2018 the school received a number of grants - sporting schools, equity, bushfire preparedness, maintenance blitz and planned maintenance program. We continue to provide a 1 to 1 laptop/ipad for all of our students with the 4-6 students able to lease a take home device. Our ICT and associated equipment is up to date and functional. It is our aim to renovate the school's gym to be used as an Art Space within the next 12 months. We have been saving with this in mind - fundraising efforts have assisted significantly with this. Our Cash Budget is aligned directly with the priorities set in our Annual Implementation Plan.

For more detailed information regarding our school please visit our website at www.hgps.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

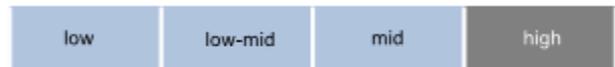
Enrolment Profile

A total of 53 students were enrolled at this school in 2019, 24 female and 29 male.

0 percent 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.



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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

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
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<p>Reading Low: 17% Medium: 67% High: 17%</p> <p>Numeracy Medium: 33% High: 67%</p> <p>Writing Medium: 67% High: 33%</p> <p>Spelling Low: 33% Medium: 50% High: 17%</p> <p>Grammar and Punctuation Low: 33% Medium: 50% High: 17%</p>	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <p>Low: 25% Medium: 50% High: 25%</p>

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	94 %	91 %	92 %	93 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	94 %	91 %	92 %	93 %	91 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>

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		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$581,040	High Yield Investment Account	\$151,102
Government Provided DET Grants	\$93,897	Official Account	\$6,341
Government Grants Commonwealth	\$4,400	Total Funds Available	\$157,444
Revenue Other	\$5,504		
Locally Raised Funds	\$49,595		
Total Operating Revenue	\$734,436		
Equity¹			
Equity (Social Disadvantage)	\$5,090		
Equity Total	\$5,090		
Expenditure		Financial Commitments	
Student Resource Package ²	\$420,111	Operating Reserve	\$20,928
Communication Costs	\$1,007	Funds Received in Advance	\$3,637
Consumables	\$10,279	School Based Programs	\$19,300
Miscellaneous Expense ³	\$39,333	Funds for Committees/Shared Arrangements	\$29,971
Professional Development	\$531	Asset/Equipment Replacement < 12 months	\$6,487
Property and Equipment Services	\$41,808	Maintenance - Buildings/Grounds < 12 months	\$61,702
Salaries & Allowances ⁴	\$29,109	Total Financial Commitments	\$142,025
Trading & Fundraising	\$6,878		
Utilities	\$9,071		
Total Operating Expenditure	\$558,126		
Net Operating Surplus/-Deficit	\$176,310		
Asset Acquisitions	\$0		

- (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').