

2020 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 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 23 March 2021 at 01:54 PM by Natalie Dowsett (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 30 April 2021 at 10:09 AM by Gjalt Erkelens (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

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 44 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 Sound Waves Program. 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

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)

During the 2020 COVID Pandemic and the closure of schools across the state of Victoria our FISO priority that we concentrated on in 2020 was focused on the wellbeing of students, staff and parents as well as excellence in teaching and learning.

To enable this, we adopted the following initiatives:

Building practice excellence: Key Improvement Strategies

- Build teacher capacity to deliver consistent, high quality teaching, learning, assessment and reporting aligned with whole school expectations
- Build and document the guaranteed and viable curriculum
- Build a safe, focused and stimulating environment
- Strategically monitor and evaluate the effectiveness of resource allocation to priority areas.

Community Engagement in Learning

- Building Communities
- Plan, document and communicate whole school strategies to engage students, parents and the community as authentic partners in learning

Achievement

Our student achievement when comparing to like schools is at the state average. We are continuing to improve results through curriculum development and monitoring our teaching and assessment practices in 2021 this is now supported further by our Tutor and Intervention Program. Our school will be have our Strategic Review next year as a cluster but will continue to focus on improving student-learning outcomes in numeracy for Years P-6 with a specific focus on reading, vocabulary and numeracy in line with DET focuses.

This will be achieved by teaching to students' "Point of Need", our new assessment schedule has provided teachers with specific focus for intervention for those students at risk. The school's continued focus to improve literacy and numeracy skills will be facilitated by the rigorous use of data to track student progress and plan all future units of work in line with the school Assessment Schedule. Instructional Models to be derived to provide a whole school approach and to improve and embed classroom practices.

Engagement

The overall performance in Student Engagement similar to the state average of all Victorian government schools. The average attendance rate of students in the school is similar to the state median. Results of the data derived from the Attitudes to School survey of Year 5 and 6 students was above the state median, showing that our students enjoy coming to school.

The goal of our Strategic Plan is to provide all students with a caring learning environment that encourages them to achieve their personal best in an environment that models respect, cooperation, honesty and self-discipline.

This will be achieved by explicitly establishing and modelling a positive culture that reflects the vision and values of students, parents, teachers and the wider school community.

At the commencement of each year students in P-6 work with teachers to establish a set of specific school rules and values that will help define the culture of the school.

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, music STEM, library and Chinese.

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

The overall performance in Student Well-being is above the average for all Victorian government schools. Halls Gap Primary School offers Preschool to Prep transition programs that ensure new students are fully prepared for their first year of education. A Staff member visits the preschools, and prospective Prep students attend transition days at the school during fourth term. 5-6 Students begin transition to Secondary College through various activities run by local Secondary College throughout the year.

Continuing the Resilience Project and related curriculum has given additional resources from which to draw in explicitly teaching students. This was used in conjunction with the Respectful Relationships program.

Financial performance and position

The school has consistently been in surplus for the last 8 years. In 2020 the school received a number of grants - sporting schools, equity, bush fire 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. School community run 4 markets a year to raise funds to go towards projects around the school, currently working towards a bike shelter. 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
<http://www.hgps.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 47 students were enrolled at this school in 2020, 21 female and 26 male.

0 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.

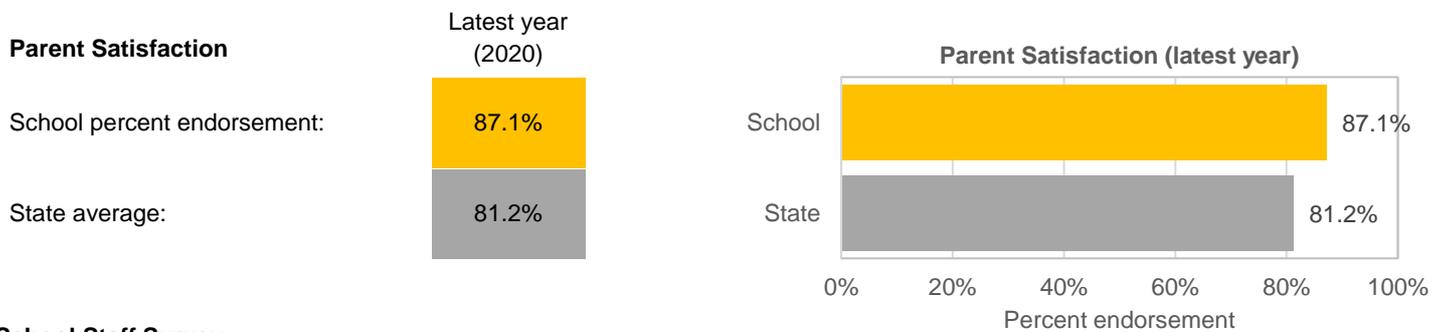
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

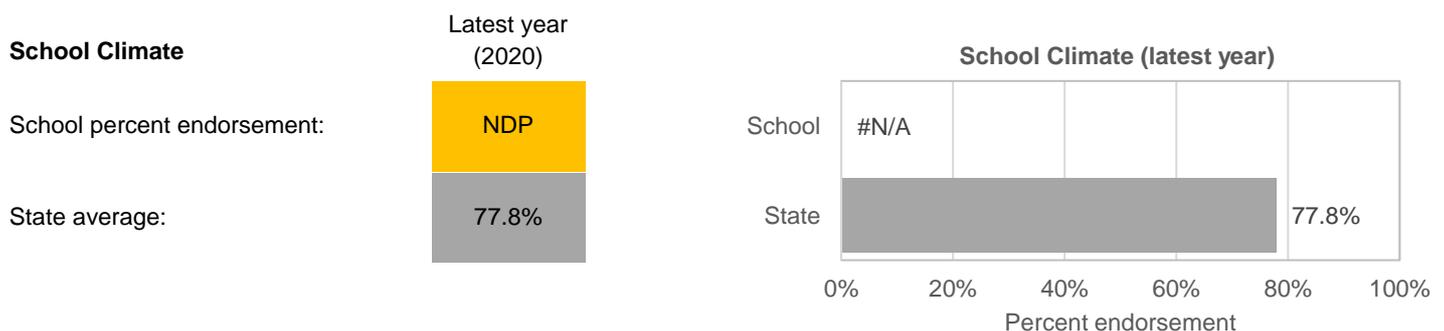


School Staff Survey

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.



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:

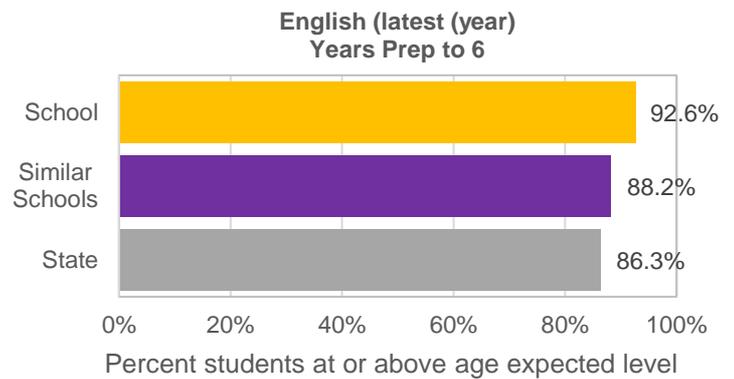
92.6%

Similar Schools average:

88.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

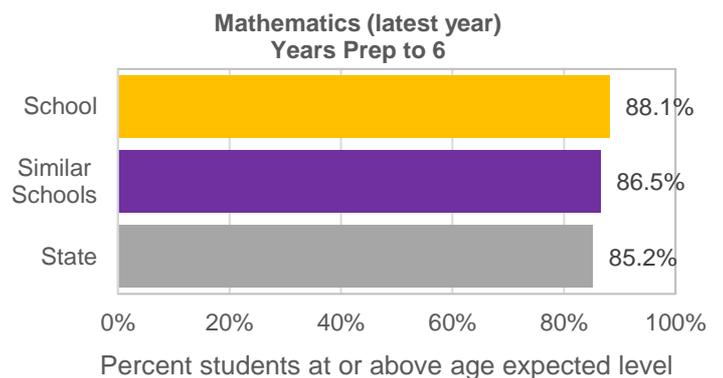
88.1%

Similar Schools average:

86.5%

State average:

85.2%



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

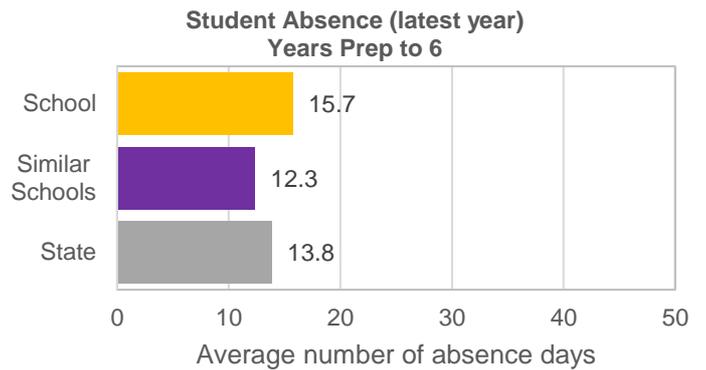
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.7	15.4
Similar Schools average:	12.3	15.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	88%	93%	96%	98%	90%	92%

WELLBEING

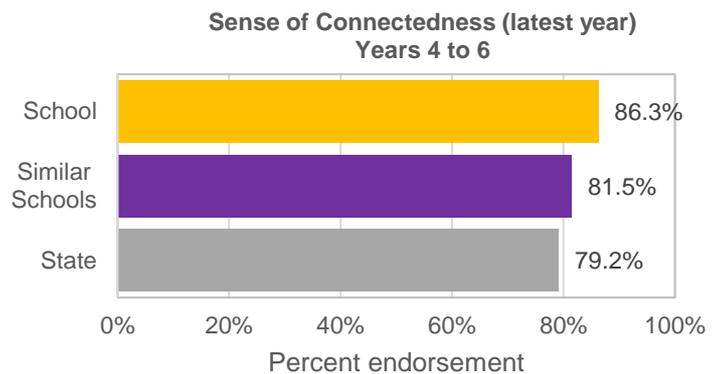
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	86.3%	87.4%
Similar Schools average:	81.5%	82.3%
State average:	79.2%	81.0%



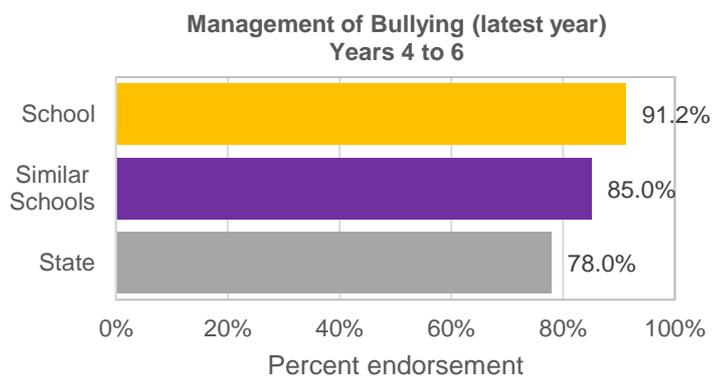
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	91.2%	87.3%
Similar Schools average:	85.0%	83.8%
State average:	78.0%	80.4%



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	\$648,871
Government Provided DET Grants	\$120,719
Government Grants Commonwealth	\$5,050
Government Grants State	NDA
Revenue Other	\$8,748
Locally Raised Funds	\$22,910
Capital Grants	NDA
Total Operating Revenue	\$806,298

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,798
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$6,798

Expenditure	Actual
Student Resource Package ²	\$543,025
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$10,806
Communication Costs	\$2,174
Consumables	\$8,327
Miscellaneous Expense ³	\$14,305
Professional Development	\$489
Equipment/Maintenance/Hire	\$19,610
Property Services	\$43,973
Salaries & Allowances ⁴	\$25,483
Support Services	NDA
Trading & Fundraising	\$4,343
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$6,728
Total Operating Expenditure	\$679,263
Net Operating Surplus/-Deficit	\$127,035
Asset Acquisitions	NDA

- (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	\$170,904
Official Account	\$5,409
Other Accounts	NDA
Total Funds Available	\$176,313

Financial Commitments	Actual
Operating Reserve	\$17,838
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$3,892
School Based Programs	\$7,874
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$32,935
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$6,487
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$105,433
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$174,459

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.