





All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Haddon Primary School is located in a rural area around 15 km southwest of central Ballarat, 110 km west of the Melbourne CBD. The school was established in the 1880s and relocated to the present site in 1991. Students are drawn from the neighboring area and some small rural towns in the vicinity. Almost every student is transported by bus or car. Our school feeds into Phoenix College, which boasts a strong partnership with Haddon Primary School as a secondary partner. Our Learning Partner throughout 2016 was drawn from the principals Professional Learning Community, a partnership that has supported our goal of embedding a Guaranteed and Viable curriculum into our school. We have strong partnerships with our local government and local sporting groups. Haddon is the school of choice for our community with a growing broader enrolment outside our immediate area. Haddon has a strong and clear endorsement from the school community with high satisfaction from our parent community (as evidenced through Parent Opinion Survey). Our Student opinion survey also endorses our commitment to student connection to our school and our priority on their safety.

As with all schools, we strive to do better, we aim for not only high learning outcomes for all our students, but also for them to become curious and productive citizens of the 21st century. Community expectations are high, as are those of all stakeholders.

We are responsive to our community and wherever work to resolve all concerns promptly with respect and care. Our values are well reflected within our school community and we keep students at the center of our endeavor.

### Framework for Improving Student Outcomes (FISO)

We have adopted a strong and unwavering commitment to the Framework for Improving Student Outcomes.

We have endeavored to build the practice excellence of our staff ensuring that all staff have a clear understanding of the content they are to teach and the time to provide for solid instruction. We aimed to develop a clear and collectively agreed to vision as to how instruction will be delivered in the classroom. We negotiated and embedded an Instructional Model that provided for differentiation as well as direct instruction. We developed a clear platform for "micro teaching", that will be supported through professional learning teams. We Engaged in Professional learning unpacking the Victorian Curriculum. Endeavoring to implement the Victorian Curriculum throughout the year.

We, as a School Council, provided financial resources to enable staff to undertake the work at hand in a manageable workload context. We used the Equity funding to support this commitment.

We embarked upon the development a mathematics curriculum that provided clear guidance regarding what content is to be taught at which level. To achieve this, we ensured, buy in, to the content clarity that is measured, ensuring that teachers do not have an option to disregard or replace content.

As a staff, we distilled content statements so that at each level they are kept to a minimum, clear and concrete so that all learners can use higher-level thinking.

### Achievement

In 2016 we have performed well, when measured against the national standards and schools which have a similar family background to our families. All students across our school exceeded the National Minimum Standards in Literacy and Numeracy. Graphical evidence demonstrates that we are within the state band when looking at teacher judgments of student performance. Our NAPLAN data, which is an external measure, shows that our year 3 students performed at a higher level than other students in both literacy and numeracy. Our year 5 students are at a higher level in both reading and numeracy and the 4-year trend places us higher. Our Learning Gain for year 5 students from grade 3 -5 is for numeracy and Grammar and reading is commendable however more gains to be made in writing. Our overall writing level are above benchmarks but we are now striving for higher gain. We maintain high expectations of our students and strive for clarity of purpose and provision. We build a strong culture of continuous learning for our staff. Data, which underpins improvement is fed in a timely manner for staff and is their platform for planning learning pathways for students. For a third year we have received commendation from the Australian Curriculum authority for our Numeracy gains. Our professional learning focus for 2016 looked at Numeracy and we are delighted to see an emerging trending up in our year 5 results. We have introduced proficiency standards for numeracy for individual students as a result of the worked undertaken in 2016. Moving into Writing for 2017. This initiative has been in response to FISO and looking towards excellence in teaching and learning through Curriculum planning and assessment.

### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement



In all areas of engagement our students exceed State and regional results. Our average days of non-attendance are similar to the state median demonstrating that we have attendance that is much the same as similar schools. Attendance is critical for positive learning outcomes and can be impacted by illness and extended family holidays. Our students, through their surveys, demonstrate that they find the learning in our school stimulating and that they feel connected to and safe at school. Again our results exceed state and regional levels.

We celebrate good attendance and provide awards and recognition for students who have no absences for the year. Our parents are aware of the need to come to school and that poor attendance does impact on learning. Parents are partners in our endeavor to reduce absence.

"It is not okay to be away" is a mantra for attendance which is published weekly. We introduced a second vehicle for reporting absence. Tiqbiz has provided greater accountability for absence. We now see very few students with unexplained absences. Absence has been a problem in the past however we are seeing a consistent improvement over the last few years. An extremely pleasing result. We can do better and strive for 96% attendance.

## Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. The connection students have to their school, their teacher and their peers is fundamental. Data is gathered annually from "The Attitudes to School Survey". In looking at our data is clear that we well exceed expectations. Our school sits at a 4.75 average where 5 are the highest scores available. This has been sustained over 4 years and is a great achievement. We are looking to further skill our students through a growth mindset and our bounce back program. This is a social competency initiative which will further harness wellbeing for our students. Parents again are partners in this culture and we have strong support and communication with them. Our students are connected to their school and see school as a safe place to be. All staff work toward providing a stimulating environment and ensure that we are a community of learners focused on growth. We commenced an approach to school environments in the latter part of 2016 with full implementation of the School Wide Positive Behavior's Program. This provides a consistent and transparent approach to embedding positive behaviors within our school.

For more detailed information regarding our school please visit our website at  
<http://www.haddonps@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.

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:

### School Profile

#### Enrolment Profile

A total of 221 students were enrolled at this school in 2016, 100 female and 121 male. There were 0% of EAL (English as an Additional Language) students and < 10% 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

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

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:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



## Performance Summary

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: ◆

Achievement	Student Outcomes	School Comparison																														
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>50%</td> <td>21%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>47%</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>57%</td> <td>-</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>67%</td> <td>20%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>13%</td> <td>60%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	29%	50%	21%	50%	Numeracy	-	47%	53%	47%	Writing	43%	57%	-	43%	Spelling	13%	67%	20%	13%	Grammar and Punctuation	27%	13%	60%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Result																												
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## Performance Summary

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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. 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.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	91 %	93 %	90 %	95 %	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	91 %	93 %	90 %	95 %										



## Performance Summary

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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

# How to read the Performance Summary

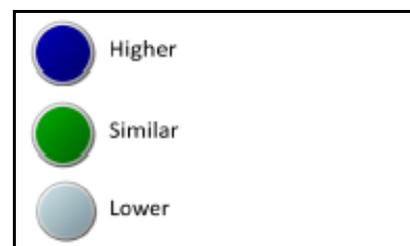
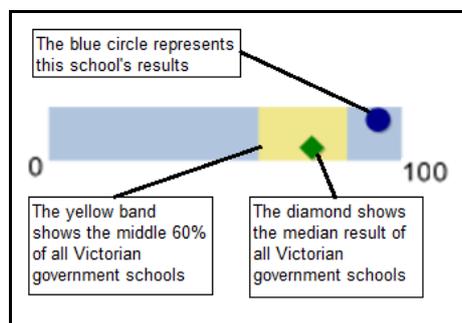
## What are student outcomes?

*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, P-12 and specialist schools, 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.

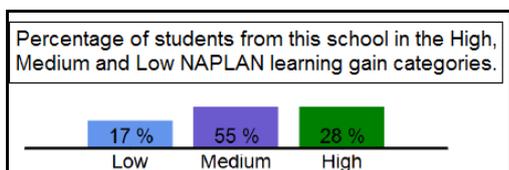
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,484,820
Government Provided DET Grants	\$269,998
Government Grants Commonwealth	\$5,400
Revenue Other	\$16,068
Locally Raised Funds	\$153,151
<b>Total Operating Revenue</b>	<b>\$1,929,436</b>

Expenditure	
Student Resource Package	\$1,479,359
Books & Publications	\$1,502
Communication Costs	\$11,071
Consumables	\$67,426
Miscellaneous Expense	\$94,381
Professional Development	\$9,462
Property and Equipment Services	\$94,936
Salaries & Allowances	\$92,639
Trading & Fundraising	\$40,005
Utilities	\$34,319

**Total Operating Expenditure**      **\$1,925,100**

**Net Operating Surplus/-Deficit**      **\$4,337**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$121,579
Official Account	\$12,940
<b>Total Funds Available</b>	<b>\$134,519</b>

Financial Commitments	
Operating Reserve	\$68,929
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Other recurrent expenditure	\$5,590
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$10,000
<b>Total Financial Commitments</b>	<b>\$134,519</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.

Haddon has maintained a strong fiscal position throughout the 2016 school year. We have directed significant funds to upgrades and refurbishment. We face ongoing maintenance throughout 2017 looking at floor covering in our art room and additional classroom painting. Our resources for students are also replenished and this is through not only our SRP but the efforts of our fundraising. We will continue to invest in staff through professional learning moving into the year.

*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.*