**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 21 March 2023 at 10:45 AM by Maryanne Moody (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 21 March 2023 at 10:55 AM by Kim Brogan (School Council President) | |

School Name: Haddon Primary School (1076)

How to read the Annual Report

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.

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

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)

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.

‘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 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** |
| Haddon Primary School is located in a rural area  16 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. Almost every student is transported by bus or car.  Our school feeds into Ballarat High School, which boasts a strong partnership with Haddon Primary School, as a secondary partner. We had an enrolment of 260 students with 11 classroom and 3 specialist areas including Japanese, P.E. and Art. We had 15 Teachers, 2 Principals class officers and 6 Education support staff. In 2022 we appointed a Leading Teacher with a School Improvement focus. This was to enhance data literacy and performance. We worked actively with both Principal Networks and Middle Leader Professional Learning Communities. 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. In 2022 we had continued to reach our enrolment capacity. Students outside out neighborhood were unable to gain positions. Several exemptions were granted. Families now refer to Find My School, a website showing school zones. Haddon has a strong and clear endorsement from the school community with high satisfaction from our parent community. 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 centre of our endeavour. As we move forward into our new year communication and system management will be embedded through our Compass implementation. Increased functionality of Compass has been positively taken up by parents and is an efficient management platform. Greater communication with parents has been facilitated through this platform. Throughout the 2020 year we re visited our values and now have three core pillars to build upon. Respect, Effort and Kindness these are values which will underscore the endeavours of our school community as well as the wider Haddon Community. Our Students see themselves as "Haddon Kids" and are proud to be a part of H.P.S. At Haddon we proudly acknowledge the Wadawurrung Peoples as the traditional owners of the land upon which our school sits. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| We have adopted a strong and unwavering commitment to the learning opportunities of our students. 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 explicit 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 . Our School Improvement Teams have been established with these key groups focusing on the school improvement agenda in Literacy and Numeracy. This will become fully embedded 2020 In addition we have identified and trained 2 additional literacy leaders within our staff to take the lead in professional learning and support. We have embarked upon the development of Middle Managers though our Professional Development for PLC’s which we now actively engage in the Inquiry cycle to support our professional understanding .Our Professional Learning Community Inquiry in 2022 was a focus on Writing, which is a key priority area from our Strategic Plan. We remain tasked with the 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 writing 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. Inclusion of our Literacy boost program produced excellent results and continued onsite through out the lock down as we viewed these students as vulnerable learners. 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. |
| Wellbeing |
| Students’ health, safety and well-being 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 2020 we did not undertake the survey however we are confident that we would continue to exceed expectations. Our school over 2018 and 2019 sits at a 4.75 average where 5 are the highest scores available. This has been sustained over 4 years and we hope it continues. We are looking to further skill our students through a respectful relationships curriculum which is core curriculum. We also provided Yoga and mindfulness throughout 2021 and have continued with the mindful ness in 2022. This is a social competency initiative which will further harness well-being 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 towards providing a stimulating environment and ensure that we are a community of learners focused on growth. We established an approach to school environments with implementation of the School Wide Positive Behavior’s Program which was reviewed throughout 2021 and adjusted to make it more fit for purpose. The shift in school values had simplified all behavioral expectations and allowed for greater transparency. Moving in to the 2023 school year we will have framed a strong scaffold for our Respectful Relationship curriculum. We have a consistent approach all classrooms with a common language. All awards are centered around our school values and students have a greater understanding as to what that looks like. Moving into 2023 we will continue with Mindfulness and  Yoga for students to assist in anxiety management. In addition Compass will provide an improved platform for tacking student behaviours. Our Yoga initiative has been successful with several students accessing Yoga classes at lunchtime. |
| Engagement |
| In all areas of engagement our students exceed State and similar schools.. We are proud to celebrate a strong sense of school pride and accomplish this with a raft of activities and events efforts made by teachers to keep connected was commendable. Our average days of non-attendance are much better to the state median demonstrating that we have attendance that is much higher 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. Compass 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 though still have a way to go. |
| **Financial performance** |
| 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.Equity funding has been directed to those of greater need with dedicated staff providing much needed support. We direct additional funds into equipment for all children to enjoy. Our colour run doubled the resources we had to share. The resourcing has supported our Clubs program and our Junior Gardeners.A big investment in 2022 was the purchase of 80 iPads for our early learners. |
| **For more detailed information regarding our school please visit our website at** [**https://www.haddon.ps.vic.gov.au**](https://www.haddon.ps.vic.gov.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 259 students were enrolled at this school in 2022, 124 female and 35 male.

NDP 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).

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 95.0% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | NDA |
| State average (primary schools): | 73.4% |

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.

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| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 92.9% |
| Similar Schools average: | 87.0% |
| State average: | 87.0% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 92.0% |
| Similar Schools average: | 86.8% |
| 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.

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| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 76.3% | 86.8% |
| Similar Schools average: | 74.0% | 75.2% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 75.0% | 88.4% |
| Similar Schools average: | 71.2% | 70.3% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 69.4% | 76.2% |
| Similar Schools average: | 63.3% | 66.7% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 60.9% | 80.5% |
| Similar Schools average: | 48.4% | 56.2% |
| 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 96.3% | 95.4% |
| Similar Schools average: | 75.2% | 75.6% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 99.2% | 99.0% |
| Similar Schools average: | 75.1% | 76.6% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 23.3 | 15.5 |
| Similar Schools average: | 23.7 | 17.4 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 90% | 88% | 89% | 88% | 88% | 88% | 86% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,412,078 |
| Government Provided DET Grants | $473,322 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $12,791 |
| Locally Raised Funds | $128,069 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,026,260** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $20,727 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$20,727** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,406,732 |
| Adjustments | $0 |
| Books & Publications | $2,612 |
| Camps/Excursions/Activities | $69,709 |
| Communication Costs | $8,219 |
| Consumables | $52,384 |
| Miscellaneous Expense 3 | $8,826 |
| Professional Development | $20,147 |
| Equipment/Maintenance/Hire | $33,668 |
| Property Services | $81,508 |
| Salaries & Allowances 4 | $223,422 |
| Support Services | $6,000 |
| Trading & Fundraising | $30,924 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $73 |
| Utilities | $42,707 |
| Total Operating Expenditure | **$2,986,930** |
| Net Operating Surplus/-Deficit | **$39,330** |
| Asset Acquisitions | **$7,647** |

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 | $190,614 |
| Official Account | $25,436 |
| Other Accounts | $0 |
| Total Funds Available | **$216,050** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $94,412 |
| Other Recurrent Expenditure | $4,554 |
| Provision Accounts | $0 |
| Funds Received in Advance | $9,068 |
| School Based Programs | $25,807 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $21,000 |
| Capital - Buildings/Grounds < 12 months | $61,209 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$216,050** |

*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.*