

2023 Annual Report to the School Community

School Name: Haddon Primary School (1076)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 01 March 2024 at 09:57 AM by Maryanne Moody (Principal)

- This 2023 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 01 March 2024 at 04:08 PM by Haylie Smith (School Council President)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

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 252 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 2023 we had continued to serve our local community. Students outside our 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. This had been lead by our leading Teacher, School Improvement. He worked within all teams to drive data literacy and goalsetting.

Our School Improvement Teams have been established with these key groups focusing on the school improvement agenda in Literacy and Numeracy. This has been fully embedded. In addition, we have continued in our training regime for Sounds Write, a key platform for our Phonics, mastery learning program across the school..

We have embarked upon the development of Middle Managers through 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 2023 was numeracy which is a key priority area from our Strategic Plan. Our 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 have embedded 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. This was supported by weekly implementation meetings to hold each team member to account. This is also a mastery learning model. Consistent language and practice is across all classes. This continuity of practice supports the learning outcomes of all students. 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. Our positive improvement in our collective practice and consistency is reflected in our annual

achievement data. Data to celebrate.

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 teachers 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 mindfulness in 2023. We have also established a student wellbeing dashboard where we regularly commit to surveying students and actioning any issues emerging. This was undertaken 2 per term across all classes. An excellent tool. 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 2024 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 tracking student behaviors. Our Yoga initiative has been successful with several students accessing Yoga classes at lunchtime. Throughout 2023 our Yoga program for students was funded through Equity, In 2024 we are implementing the I Can program to support the resilience and well being of our students of concern. No one will slip through our safety nets.

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. We averaged 17.3 days of absences across the school with a comparative number of 20.6 experienced in similar schools. Our 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. Follow up phone calls are made each day for unexplained absences and this accountability have made a significant difference.

"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 color run in 2022 generated much needed funding for recreational area in the yard to be upgraded in 2023. A Slime run is now in the pipe line for 2024, again with a target for additional recreational spaces developed for our students. These funds also provided upgraded seating around our Quiet area for an outside teaching space.

The resourcing has supported our Clubs program and our Junior Gardeners. Engagement remains a high priority for us and we

direct any additional funds to engaging activities. A major investment has gone towards carpet upgrades and Smart T.V.s replacing Interactive White Boards. In addition, a new sail cloth space was constructed.. Commitments as we move in to 2024 will see the completion of the re carpeting of the Senior classrooms and replacement of the Air Conditioners, as we slowly cycle. We re purposed our Portable classrooms in readiness for our 2024 additional support and TLI program. We have also employed a senior level Business Manager to support the development of our Admin Team as part of the succession planning. A successful and responsible financial investment year.

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 252 students were enrolled at this school in 2023, 110 female and 142 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).

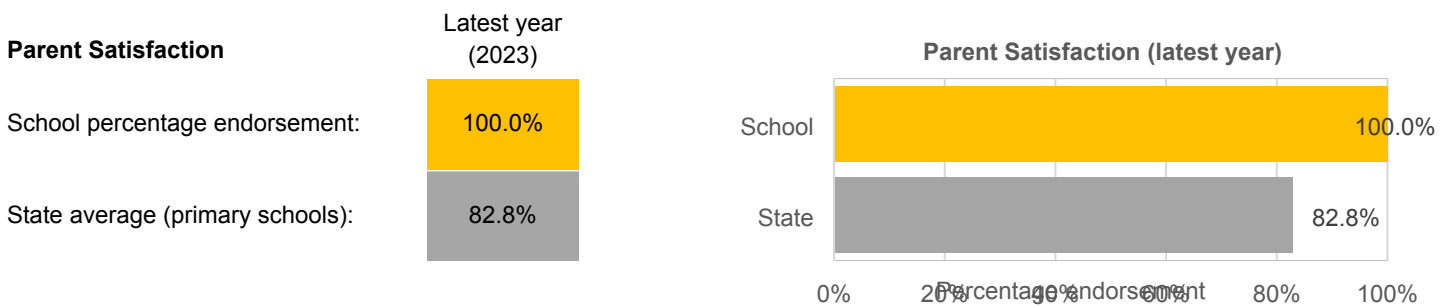
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

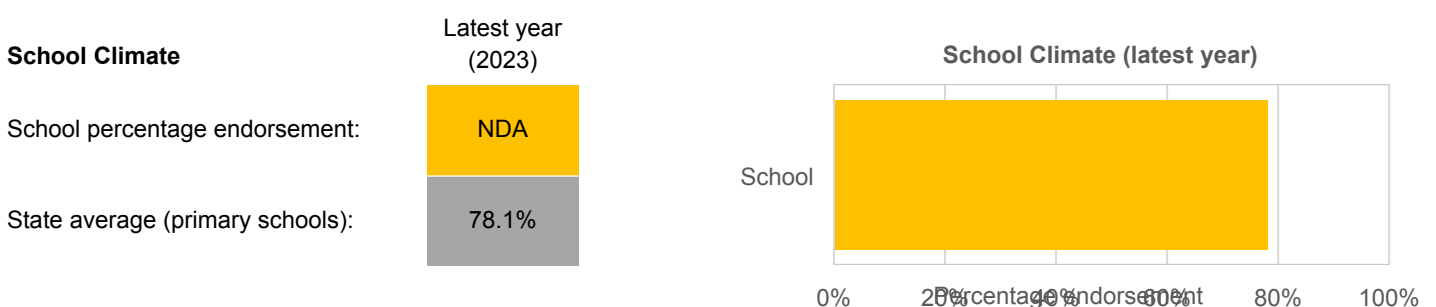


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

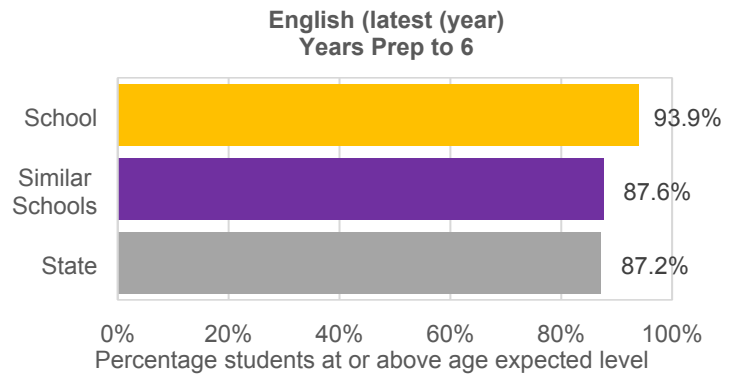
93.9%

Similar Schools average:

87.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

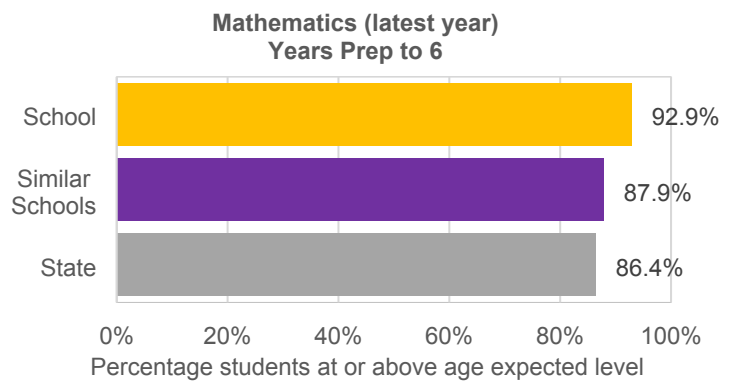
92.9%

Similar Schools average:

87.9%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.8%

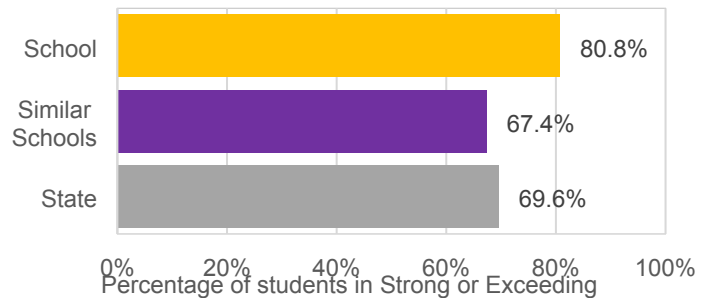
Similar Schools average:

67.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

86.7%

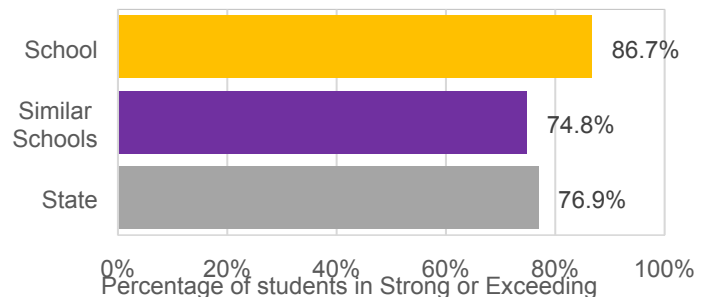
Similar Schools average:

74.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.0%

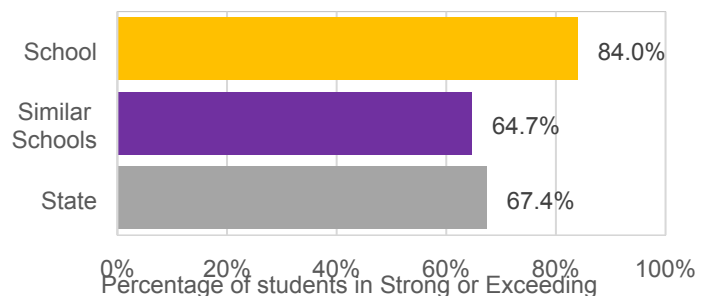
Similar Schools average:

64.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.5%

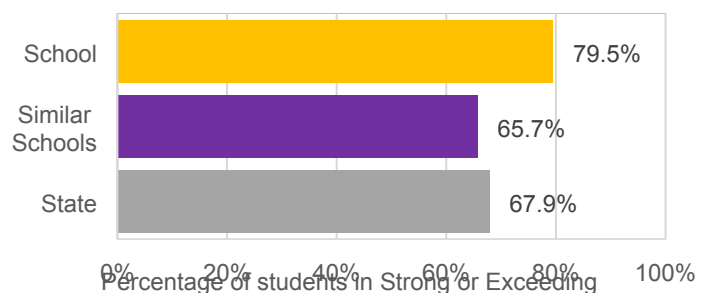
Similar Schools average:

65.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

76.3%

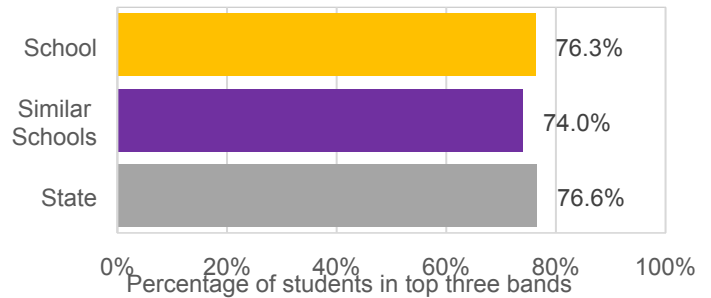
Similar Schools average:

74.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

75.0%

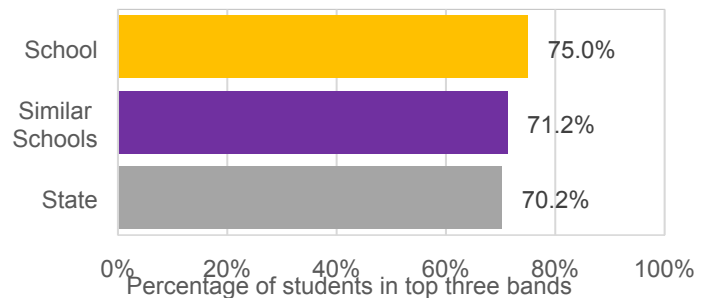
Similar Schools average:

71.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.4%

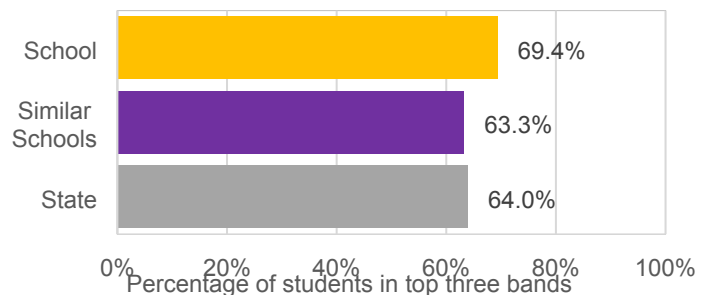
Similar Schools average:

63.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

60.9%

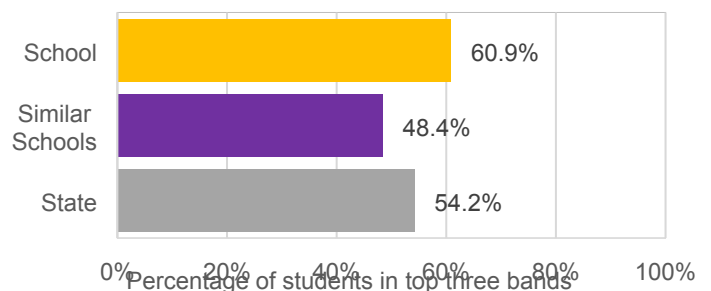
Similar Schools average:

48.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

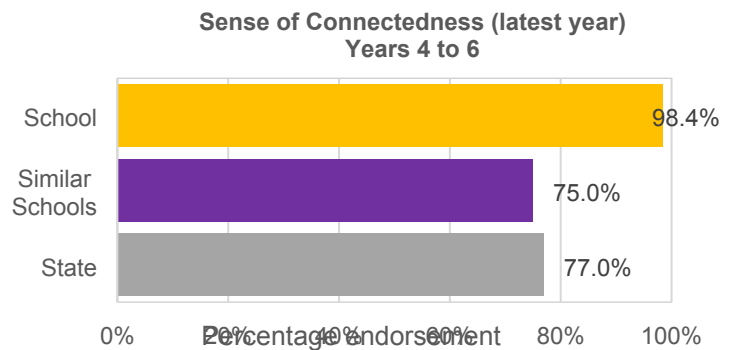
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	98.4%	95.5%
Similar Schools average:	75.0%	75.5%
State average:	77.0%	78.5%

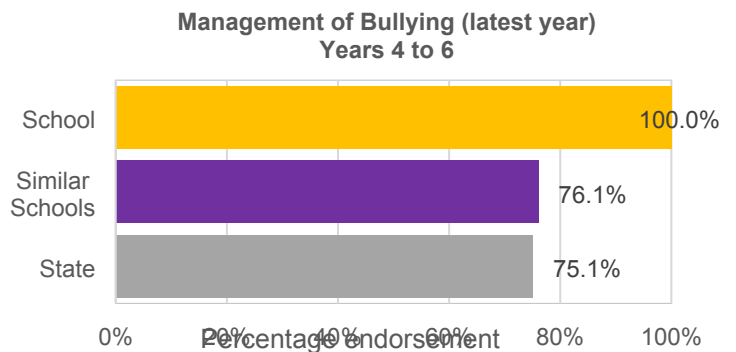


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	100.0%	99.4%
Similar Schools average:	76.1%	76.3%
State average:	75.1%	76.9%



ENGAGEMENT

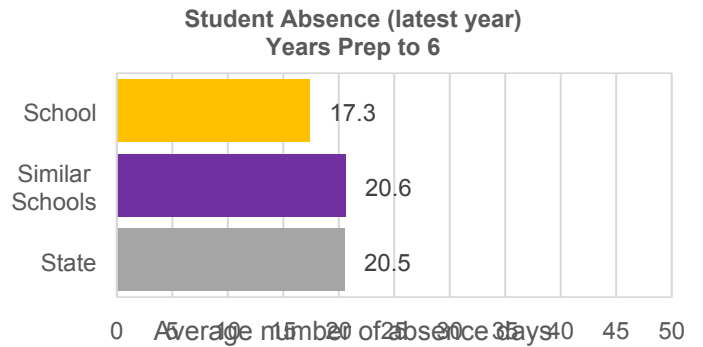
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	17.3	16.2
Similar Schools average:	20.6	18.3
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	92%	91%	91%	92%	91%	91%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,612,591
Government Provided DET Grants	\$427,800
Government Grants Commonwealth	\$0
Government Grants State	\$2,000
Revenue Other	\$35,493
Locally Raised Funds	\$62,466
Capital Grants	\$0
Total Operating Revenue	\$3,140,350

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,884
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,884

Expenditure	Actual
Student Resource Package ²	\$2,496,909
Adjustments	\$0
Books & Publications	\$5,364
Camps/Excursions/Activities	\$41,177
Communication Costs	\$6,242
Consumables	\$68,601
Miscellaneous Expense ³	\$8,265
Professional Development	\$9,403
Equipment/Maintenance/Hire	\$48,163
Property Services	\$97,911
Salaries & Allowances ⁴	\$280,216
Support Services	\$100
Trading & Fundraising	\$24,258
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,753
Total Operating Expenditure	\$3,139,363
Net Operating Surplus/-Deficit	\$987
Asset Acquisitions	\$9,833

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$91,261
Official Account	\$7,823
Other Accounts	\$0
Total Funds Available	\$99,084

Financial Commitments	Actual
Operating Reserve	\$100,621
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,667
School Based Programs	\$12,690
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,500
Capital - Buildings/Grounds < 12 months	\$66,496
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	\$203,974

All funds received from the Department of Education, 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.