

2016 Annual Report to the School Community



School Name: Hepburn Primary School

School Number: 767

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	Robert Walsh _____
Name of School Council President:	Rebecca Pedretti _____
Date of Endorsement:	_____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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.



Education and Training



About Our School

School Context

Hepburn Primary School is a dynamic rural school with a school community committed to providing quality education for all their students. The Student Family Occupation (SFO) is 0.7, with a current enrolment of 70 students. The staffing profile is a teaching principal, 3 expert teachers, 0.6 graduate teacher, 0.4 chaplaincy, 0.42-teacher aide and 0.8 administrative support. Classes are based on a traditional rural school model of multi-age grades.

The school is in the township of Hepburn Springs, five kilometers north of Daylesford in the Central Highlands District. The school is situated in a natural bushland setting with space to learn, play and grow. Hepburn Primary School provides contemporary teaching and learning spaces, extensive outdoor learning and play areas, a vegetable garden, kitchen facilities and a hall and stage for music, drama and indoor sporting activities. The school has undertaken significant self-managed capital improvements over the past 14 years, ensuring contemporary teaching and learning spaces.

Hepburn Primary School is committed to educating the whole child, both academically and socially. A range of subjects and extra-curricular experiences are provided to cater for the individual strengths and interests of all the children.

We encourage the development of independence, whilst providing the programs and support to help the children grow to their potential. Each child is encouraged to be committed to the value of learning as a life-long endeavour.

The school provides a comprehensive curriculum across all learning areas, underpinned by the foundational disciplines of literacy and numeracy. Significant investment in excellence in teaching and learning ensures evidence based pedagogical approaches. Educational consultants Andrea Hillbrick, Anne Hammond and Jan McVitty are utilised to ensure we achieve this. Daily 5 and CAFÉ reading, Words Their Way-spelling and Seven Steps to Writing Success are now daily programs.

Children have access to specialist programs in science, music, art, drama, physical education, library, Italian and Multi-Lit (specialist tutoring program). In 2017, the Cook in the Box program has been implemented for all classes, with robotics to commence for the Grades 3-6 children. The children also have access to an extensive camping program and Breakfast Club each Friday.

Technology is seamlessly embedded across the curriculum. The children have access to 22 recently leased touchscreen netbooks, ensuring a blended and engaging learning environment.

Hepburn Primary School recently joined the Wathaurung Sport Cluster. This enables children access athletics, cross-country, tennis, basketball, soccer, netball, football and swimming competitions and the opportunity to progress to higher levels.

During 2017, the school is implementing the School Wide Positive Behaviour and Bounce Back social skills and welfare programs. Bounce Back promotes positive mental health and student wellbeing, providing students with practical strategies and life skills to handle challenges and adversity encountered. The SWPBS initiative in Victoria aims to build and maintain:

- safe, inclusive, highly predictable and orderly learning environments
- positive school and classroom learning environments as platforms for improved engagement, wellbeing and learning outcomes for all students
- School-wide systems for early identification and intervention for students at risk of disengagement from learning.

Hepburn Primary School continues to promote the values of Respect, Tolerance, Honesty, Co-operation and Acceptance of Others and incorporates these values into learning programs, which develop the students' intellectual, creative and social skills. The School Chaplain plays a vital role in coordinating this work.

The school is committed to providing a safe, healthy and happy educational environment where all children are cared for and valued as individuals.

Hepburn Primary School is committed to building strong and positive relationships with our local community.



Parents, family and community members are always welcome into our school and are encouraged to participate in a wide range of activities.

Students, staff, parents and the community are extremely proud of the school and we look to the future with anticipation and expectation of growth in all aspects.

Framework for Improving Student Outcomes (FISO)

Hepburn Primary School is committed to the Framework For Improving Student Outcomes (FISO) areas of Excellence in Teaching & Learning and Building Practice Excellence and Curriculum Planning and Assessment. Equity funding was allocated to resourcing quality and continuous professional development. The funding also ensures staff have the dedicated and protected time to complete essential one to one assessment tasks, develop core curriculum and work collaboratively to enhance the collective capacities of staff, which ultimately benefits the children.

Achievement

Hepburn Primary School is committed to providing excellent learning outcomes for all students. External facilitators have provided a large amount of professional development, while internal expertise are encouraged and utilised at Professional Learning Team (PLT) meetings.

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The process of implementing Daily 5/CAFÉ, Seven Steps to Writing Success and word study investigations and Words Their Way is advancing in all classrooms.

Professional development days and continuous work during dedicated PLT time supports the implementation of common pedagogical approaches across the school.

Instructional models and the non-negotiable elements of lessons are being established and implemented.

A clear line of sight has been developed between the School Strategic Plan (SSP), Annual Implementation Plan (AIP), the Principal, and the Teacher Development Process. This ensures focussed and rigorous intent towards enhancing outcomes for all children.

Our NAPLAN results indicate that 100% of our Year 5 children are performing at or above the National Minimum Standard in Writing, Grammar and Punctuation, Spelling and Reading. With 85% of the Year 5 children performing at or above the National Minimum Standard in Number. Our results have been rated as similar to like schools.

Our NAPLAN results indicate that 100% of our Year 3 children are above the National Minimum Standard in Writing. With 100% of our children being at or above the National Minimum Standard in Reading and 87% of the Year 3 children performing at or above the National Minimum Standard in Spelling and Grammar and Punctuation. Our results have been rated as similar to like schools, with numeracy slightly lower than similar schools.

There are always areas for improvement, and these are being addressed through the School Strategic Plan and the Annual Implementation Plan.



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

Engagement

The engagement of students at Hepburn Primary School continues to be a high priority. Parents, staff and students work together to ensure a supportive and encouraging environment in which each child is valued and respected. We strive to ensure that our learning environment is engaging to all students, caters to the individual needs of all learners at their point of need building of positive relationships.

At Hepburn Primary School, we encourage the development of leadership skills within our students, particularly with those in the senior part of the school. Programs include the Student Representative Council, Student Leadership Development and the Buddy Program. These programs allow our students to work across grade levels to exercise and enhance their leadership skills. With these experiences, students are actively involved in our school. Roles such as School Captains and Sporting House Captains promote student ownership of our school and these student leadership positions are greatly revered.

The school runs a range of special purpose events, including the Grandparents and Special Friends day each May as well as being keen participants in the Rotary Music Concert, The Swiss Italia Festa, family barbeques and an annual Christmas concert.

Our School Council is a strong contributor to our school culture. They support not only quality learning in our classroom by providing and directing resources, but also special events that are thoroughly enjoyed by all students.

Pleasingly, the 2016 Years 5-6 Attitudes to School Survey results indicated considerable improvement in learning confidence, school connectedness, stimulating learning, student motivation and teacher effectiveness from 2015.

Wellbeing

Wellbeing is at the heart of successful schooling and we have continued to build a culture and environment that supports and develops the wellbeing of our students.

Hepburn Primary School continues to promote the values of Respect, Tolerance, Honesty, Co-operation and Acceptance of Others and incorporates these values into learning programs that develop the students' intellectual, creative and social skills. The School Chaplain plays a vital role in coordinating this work. The Hepburn school community is committed to providing a safe, healthy and happy educational environment where all children are cared for and valued as individuals.

All children participate in a values based program with the Chaplain, Emma. Emma is implementing the McGrath and Noble's Bounce Back program, which includes Circle Time. The Buddy Program aims to build positive relationships across our school.

During 2017, the school is implementing the School Wide Positive Behaviour and Bounce Back social skills and welfare programs. Bounce Back promotes positive mental health and student wellbeing, providing students with practical strategies and life skills to handle challenges and adversity encountered. The SWPBS initiative in Victoria aims to build and maintain:

- safe, inclusive, highly predictable and orderly learning environments
- positive school and classroom learning environments as platforms for improved engagement, wellbeing and learning outcomes for all students
- School-wide systems for early identification and intervention for students at risk of disengagement from learning.



The Parent Opinion data indicates that the average level of parent satisfaction is slightly lower than the median of all Victorian government schools.

The Years 5-6 Attitudes to School Survey results indicate that the children feel safe and connected at Hepburn Primary School. With results rated as similar to like schools. We are particularly proud of the fact our Connectedness to School results are above the state average. This result is derived from the questions: I feel good about being a student at this school; I like school this year; I am happy to be at this school; I feel I belong at this school and I look forward to going to school.

For more detailed information regarding our school please visit our website at
[enter web address here]



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 58 students were enrolled at this school in 2016, 27 female and 31 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</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>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, 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> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>67%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>83%</td> <td>17%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	67%	-	Numeracy	83%	17%	-	Writing	17%	50%	33%	Spelling	17%	33%	50%	Grammar and Punctuation	33%	33%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	67%	-																							
Numeracy	83%	17%	-																							
Writing	17%	50%	33%																							
Spelling	17%	33%	50%																							
Grammar and Punctuation	33%	33%	33%																							



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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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> <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>88 %</td> <td>92 %</td> <td>88 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	92 %	88 %	93 %	90 %	92 %	95 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	92 %	88 %	93 %	90 %	92 %	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>Students Attitudes to School - Connectedness to School</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> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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> Similar</p>

How to read the Performance Summary

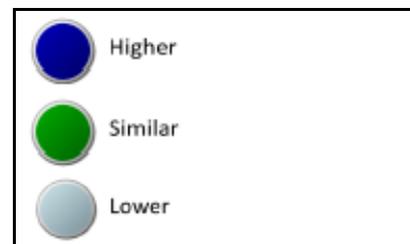
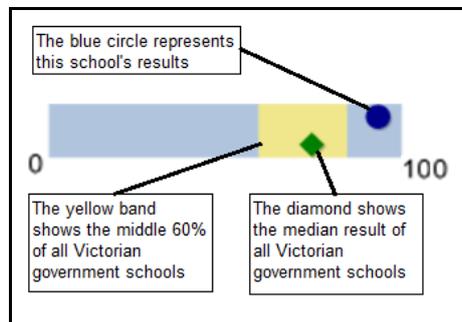
What are student outcomes?

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.

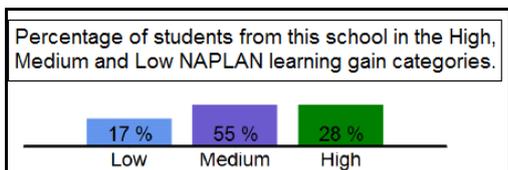
You can see these results for the latest year, as well as the average of the last four years (where available).

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	\$522,385
Government Provided DET Grants	\$144,406
Government Grants State	\$1,500
Revenue Other	\$3,937
Locally Raised Funds	\$29,769
Total Operating Revenue	\$701,996

Expenditure	
Student Resource Package	\$537,566
Books & Publications	\$828
Communication Costs	\$2,723
Consumables	\$16,381
Miscellaneous Expense	\$54,104
Professional Development	\$5,090
Property and Equipment Services	\$34,739
Salaries & Allowances	\$47,865
Trading & Fundraising	\$4,445
Travel & Subsistence	\$50
Utilities	\$7,098
Total Operating Expenditure	\$710,890
Net Operating Surplus/-Deficit	(\$8,894)
Asset Acquisitions	\$5,480

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$35,365
Official Account	\$2,891
Other Accounts	\$31,868
Total Funds Available	\$70,124

Financial Commitments	
Operating Reserve	\$26,212
Asset/Equipment Replacement < 12 months	\$1,387
Capital - Buildings/Grounds incl SMS<12 months	\$23,790
School/Network/Cluster Coordination	\$6,900
Provision Accounts	\$4,935
Total Financial Commitments	\$63,224

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.

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.