

2023 Annual Report to the School Community

School Name: Harston Primary School (1458)



- 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 30 April 2024 at 07:28 AM by Karen Batson (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 14 May 2024 at 10:24 AM by Sally Sherman (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

Harston Primary School is located approximately 10 minutes from the township of Tatura and 25 minutes from the city of Greater Shepparton in the North-Eastern Region of Victoria. Harston Primary is a small school offering big opportunities. The school has a current enrolment of 11 students.

Students at Harston Primary School experience individualised schooling, with expectations from the staff that cater for student needs and learning in attractive and well-resourced surroundings. The school is known to families for its emphasis on differentiated learning, where students share a whole-school classroom and work on individual learning points of need rather than at a structured grade level. Staff partner closely with families to achieve positive student outcomes. Harston is a safe, secure and happy environment where students enjoy coming to school. The school is fortunate to have a personal daily bus service right to the gate.

Surrounded by farming land, students and staff enjoy peacefulness and space that are valued qualities for an effective learning environment. The school has playgrounds and playing courts along with a cricket pitch, and football and soccer goals at either end of the large oval. In 2023, mud kitchens were added to the shaded outside play area, along with a large sandpit that houses many industrious mining excavations with running water pipes. Harston also has vegetable gardens and the produce is used in the school kitchen by staff, parents and students.

The staff is comprised of a principal, 2 part time teachers, a learning tutor, a full time ES (educational support) staff member, as well as a part time ES staff member. A school counsellor is also employed one morning a week. Students participate in an online Auslan language program and each student has their own portable devices. Along with alternating access to the Mobile Art and Craft Centre (MACC) art program and Mobile Area Resource Centre (MARC) library program, students also participate in an outsourced sporting program. The school values physical fitness, sport and wellbeing and always promotes encouragement of each other and being each other's advocate.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school experienced a period of significant change from 2020-23 which impacted teaching practice and the learning of students. We had 9 students enrolled at Harston, unfortunately, one family was still connected to the school but were unable to attend on site for personal reasons affecting our data. Due to the low numbers of students at Harston a lot of our data could not be shared for privacy reasons. Harston went about re-establishing consistent practices following the disruption of the global pandemic and staffing changes which were significant for a small school setting.

Harston Primary School will continue to focus on student learning - with an increased focus on numeracy / literacy and mental wellbeing. We saw dramatic improvement in all areas of the curriculum. We are incredibly fortunate to see firsthand that as the student's self-belief developed, along with our expectations, their skills and hunger for knowledge increased. By engaging a counsellor, we will continue the 'growth in all areas' mentality-focusing on student learning and wellbeing. The school continues to support and engage families in their child's education. Our aim is to continue to improve student performances based on the understanding that a safe, secure, and happy environment provides a positive learning zone.

Harston Primary School has been developing an explicit teaching approach with students accessing hands on materials to support their learning. Regular assessment of student learning progress is undertaken, using summative and formative assessments to ensure students are making learning progress as well as inform teacher planning of differentiated teaching and learning programs to meet each student's point of need. The school continues to employ an experienced teacher to deliver the Tutor Learning Initiative (TLI) program, which provided further support for individual students in literacy and numeracy. Our high staff/student ratio in the classroom allows teachers and aides to focus on building student working stamina and work ethic to maximise learning time.

Wellbeing

With our emphasis being on wellbeing, Harston Primary school has endeavoured successfully to place this at the forefront of all we do. Due to the low numbers of students at Harston a lot of our data could not be shared for privacy reasons. In 2022, the school employed a teacher who was a qualified counsellor and music teacher, who helped implement emotional intelligence (EQ) across the school. Staff used the Respectful Relationships toolkit and other wellbeing tools to focus on the students' individual wellbeing needs. Following the departure of the school counsellor during 2023, a new counsellor was appointed for one morning a week. In 2023, the principal undertook the Royal Children's Hospital Mental Wellbeing Health training and provided a wellbeing professional development for staff and school council. This has already had many successful exchanges and has resulted in being able to grasp and deal with emotions very quickly with this wellbeing avenue quickly accessible. We have terrific support from all school families who support all school endeavours. Our attendance rate has been steady allowing the students to be in school learning. Harston has not been without its challenges especially in 2023 with staffing. However, we have maintained a strong focus on wellbeing and learning. Our families are supported through Foodbank and the students benefit with a daily 'brekky program' where table manners and independence are taught. Harston is also supported with the state school's relief uniforms and eye glass programs they run.

We communicate and participate with our neighbouring schools for excursions, incursions camps, programs like Brave Hearts and Healthy Harold along with our sports days and swimming lesson program. Harston Primary school has a fortnightly newsletter that goes out to parents with photos and school moments enclosed along with the communication "what's next" calendar. We have revamped our website and continue to use social media in a FB. Harston PS has a strong positive sense of connectedness.

Engagement

Our engagement at Harston Primary School is very strong. Parents and the wider community were encouraged to participate in school life and school council meetings were well attended. Parents are encouraged to be active participants in their child's learning through an open - door policy with regular communication between staff and families. Parents attended school events, including graduation and celebration nights. Parents were proactive with school uniform change and supporting school camps and excursions. The introduction of the school newsletter, updated website, FB and Mobile text communications was embraced and ensured parents knew what was happening. We have also utilized local groups to have incursions at school like our recent Minibeast incursion with the local Landcare group.

Our school counsellor has also made huge connections with staff, students and family members which have been very beneficial. We were able to employ 'Chill Skills' for 2 terms to help children develop different coping strategies. Through school assemblies, news time and our class charter students are having a voice and participating in the school community confidently. Our end of year graduation and celebrations has been a huge family event. We have our 150 th celebrations coming up and there is already community interest and involvement coming into the school.

At a student level, students are engaged in their personal learning and have continued to grow in strength as they develop strategies to reach their goals. Harston has included the use of first nations curriculum and seeks advice from parent members in regard to our first nations needs and resources used at Harston PS. We celebrate NAIDOC week, Sorry day and acknowledgement of Country at meetings and assemblies.

The school conducted extensive, research-based professional learning and provided ongoing support to staff in learning, wellbeing and engagement of students. The professional learning undertaken built the capability of staff to provide effective learning and wellbeing programs for students and allowed students to experience equitable experiences in academics and social and emotional areas. Upskilling new staff was a priority to maintain the Harston strengths of teamwork and high expectations for all. Student voice was built through a number of strategies including the development of a class charter. Inclusion was encouraged and students from Foundation to Year 6 spoke at the end of year graduation in 2023. Senior students ran school assemblies and other students participated, providing experience of speaking in a formal situation. Students were actively involved in a range of school decision making including uniform changes and the upcoming 150th anniversary celebrations.

Financial performance

Our school budget was developed to achieve school goals as outlined in our school annual implementation plan-AIP. All funds were used to maximise student outcomes and achieve school goals. All equity funds were utilised as part of our AIP-increasing student outcomes. The school will endeavour to access grants and resources to support our core business in the future. Harston PS secured a grant of \$25,000 to update our student toileting facilities to be completed 2024. Due to the staff shortages a majority of our money was used to pay CRTs for the year.

We have managed to complete trade jobs that were held over due to Covid. Harston will be buying new iPads for all students and some new laptops in 2024. Harston was able to offer excursions and a camping Melbourne experience 2023 with very pleasing adventures. We will continue to offer these experiences in 2024 combining at times with other small schools. *The school's overall operating financial position at the end of 2023 - Operating Revenue for the year ending 2023 totalled \$198,197. The school operating expenditure totalled \$170,268 leaving a net operating surplus of \$27,928.* The school recorded a surplus in 2023 to be carried forward into 2024. Harston Primary School completed 2023 in a sound position.

For more detailed information regarding our school please visit our website at
<https://www.harstonps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 7 students were enrolled at this school in 2023, NDP female and NDP 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).

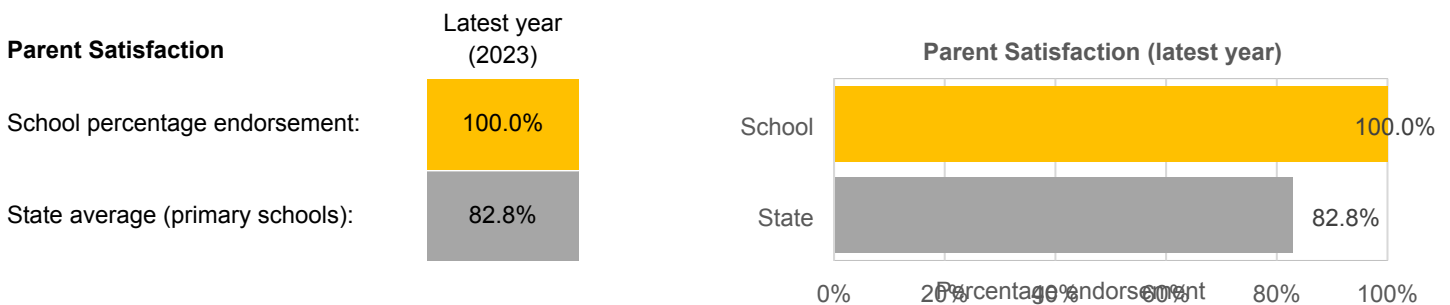
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

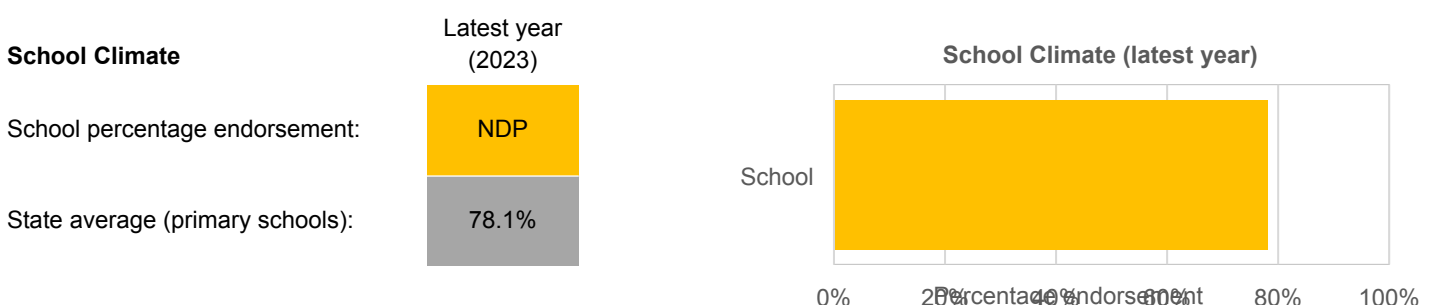


School Staff Survey

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:

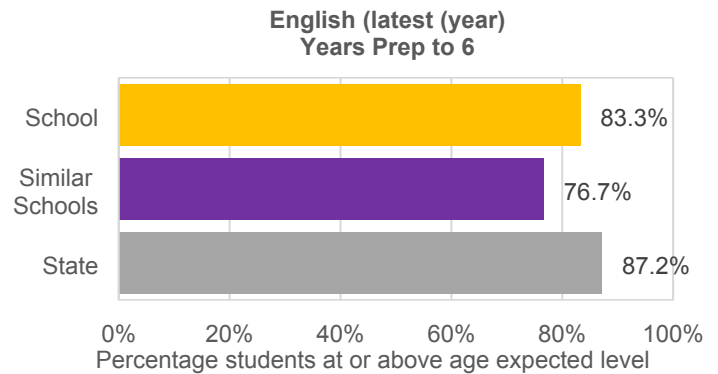
83.3%

Similar Schools average:

76.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

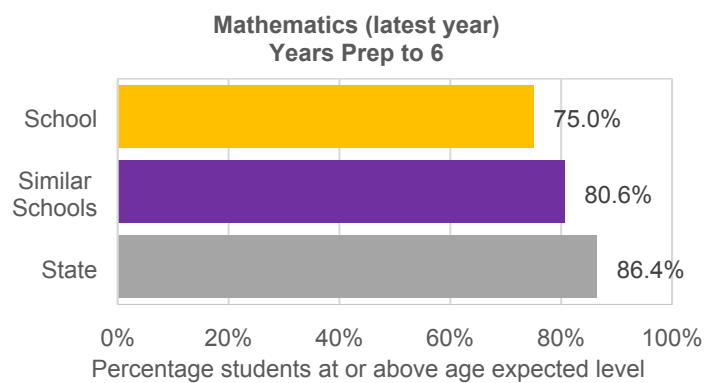
75.0%

Similar Schools average:

80.6%

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:

NDP

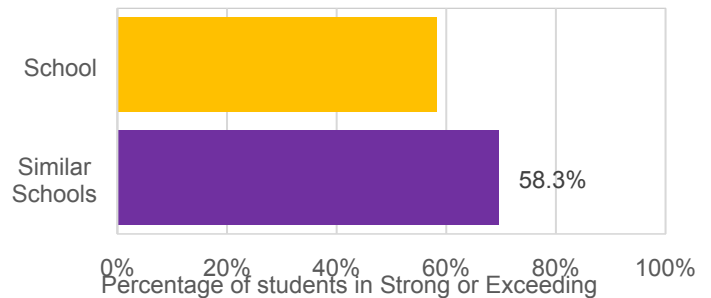
Similar Schools average:

58.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDP

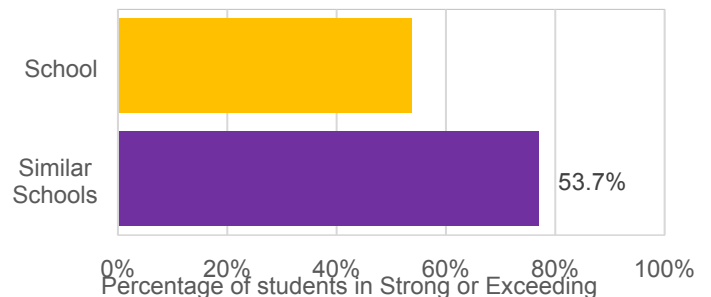
Similar Schools average:

53.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDP

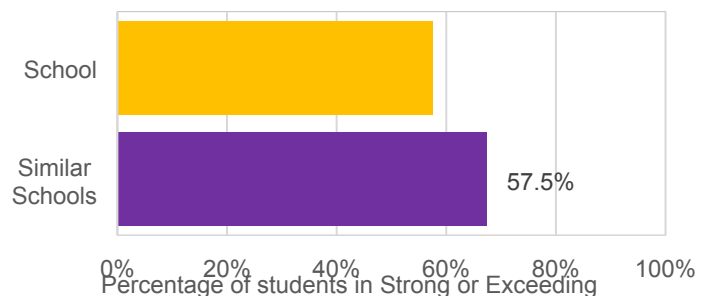
Similar Schools average:

57.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students
in Strong or Exceeding:

NDP

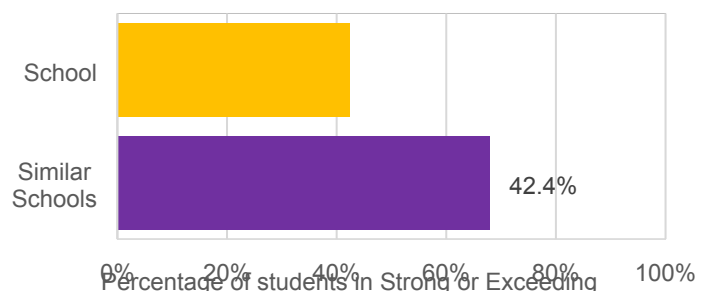
Similar Schools average:

42.4%

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:

NDA

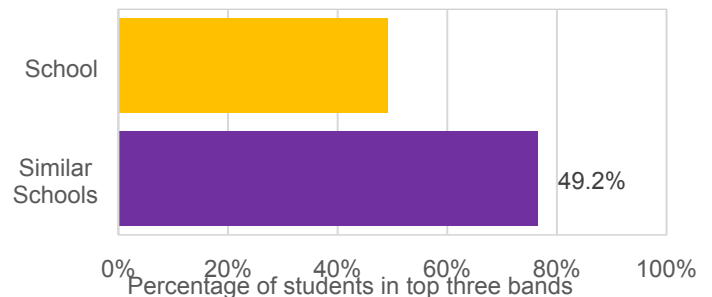
Similar Schools average:

49.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

NDA

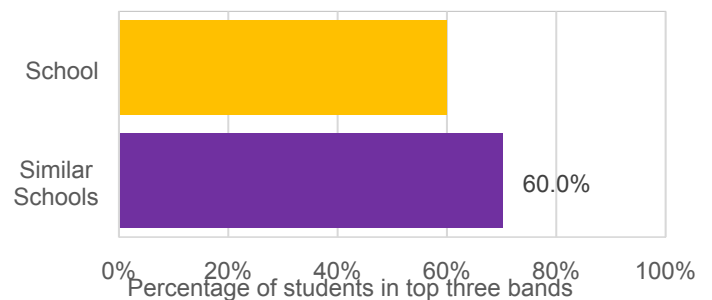
Similar Schools average:

60.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year
(2022)

School percentage of students
in the top three bands:

NDA

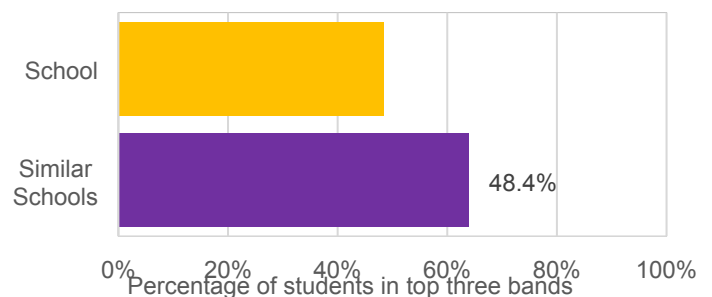
Similar Schools average:

48.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year
(2022)

School percentage of students
in the top three bands:

NDA

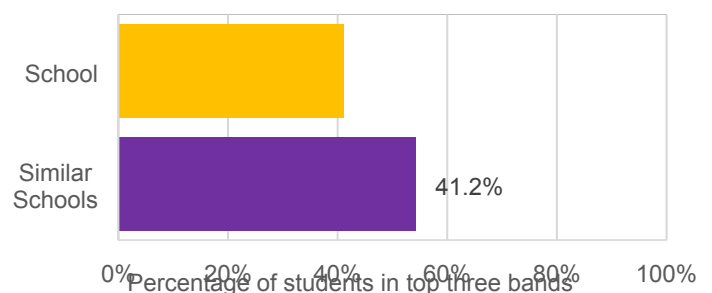
Similar Schools average:

41.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

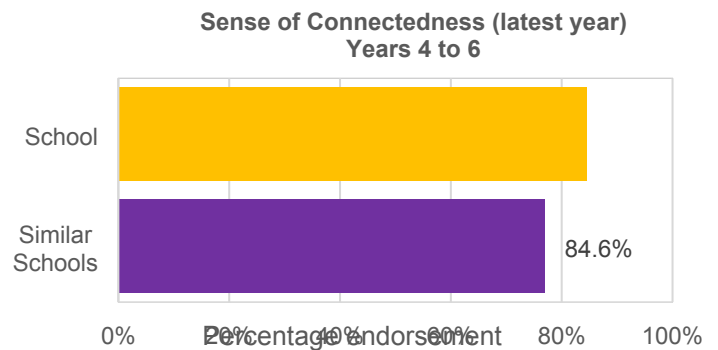
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	NDP	100.0%
Similar Schools average:	84.6%	84.0%
State average:	77.0%	78.5%

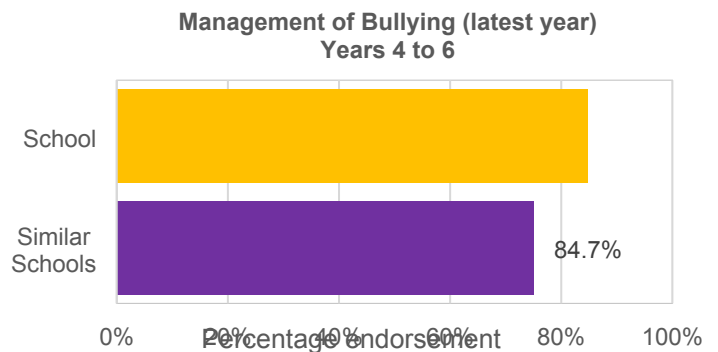


Student Attitudes to School – Management of Bullying

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:	NDP	100.0%
Similar Schools average:	84.7%	84.9%
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

School average number of
absence days:

Latest year
(2023) 4-year
average

60.5 32.8

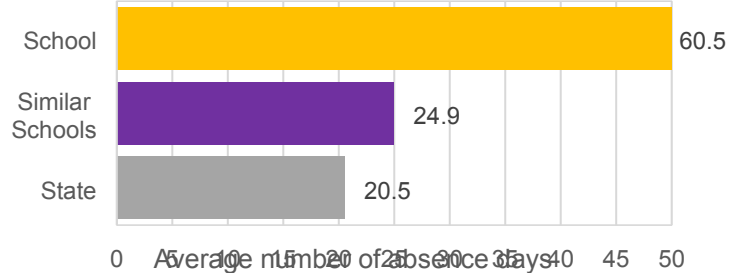
Similar Schools average:

24.9 20.9

State average:

20.5 18.1

Student Absence (latest year) Years Prep to 6



Attendance Rate (latest year)

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

Attendance Rate by year level
(2023):

Prep Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

NDP NDP NDP NDP NDP NDP NDP

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$511,224
Government Provided DET Grants	\$185,212
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$6,894
Locally Raised Funds	\$1,090
Capital Grants	\$5,000
Total Operating Revenue	\$709,420

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,882
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,882

Expenditure	Actual
Student Resource Package ²	\$406,314
Adjustments	\$0
Books & Publications	\$1,331
Camps/Excursions/Activities	\$7,919
Communication Costs	\$3,076
Consumables	\$18,449
Miscellaneous Expense ³	\$2,096
Professional Development	\$3,546
Equipment/Maintenance/Hire	\$5,765
Property Services	\$48,469
Salaries & Allowances ⁴	\$66,418
Support Services	\$8,027
Trading & Fundraising	\$27
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,145
Total Operating Expenditure	\$576,582
Net Operating Surplus/-Deficit	\$127,838
Asset Acquisitions	\$0

(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 17 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	\$103,625
Official Account	(\$6,379)
Other Accounts	\$0
Total Funds Available	\$97,247

Financial Commitments	Actual
Operating Reserve	\$23,133
Other Recurrent Expenditure	\$1,268
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$3,982
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$28,382

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.