

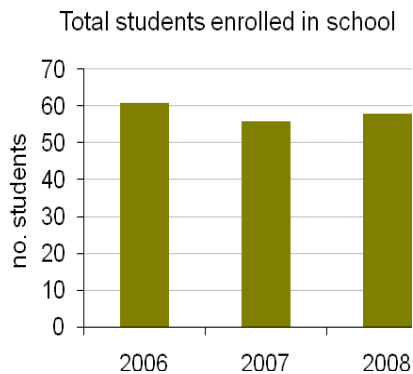
Hoddles Creek PS
2541

**2008 Annual Report to the
School Community**



School Overview

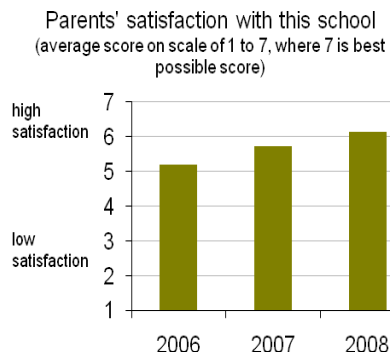
Student enrolments –



Over the last three years the school's enrolment has stabilised at around 60 students. Enrolment in the last term of 2008 reached 62, and this figure was again attained in 2009.

Parent Satisfaction -

Parents show a pleasing level of satisfaction with this school, with indications of an improving score.



Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 80.8 on a scale from 0 to 100 where 100 is the best possible score.
- **Teacher Absence** - Teacher absence was at its lowest level (7.57 days per staff member) since 2004, and was below the State median of 6.40 days.
- **Teacher Retention** - Of the 7 teaching staff at Hoddles Creek PS at June 2007 (including those on leave without pay), 7 or 100% were still at the school at June 2008. This figure across all Government schools was 84%.
- **Teacher participation in professional learning** – All teaching staff have participated in professional learning throughout the year.
- **Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

2008 was a successful year for our school in many ways. Our teachers and support staff continued to provide high level teaching and learning opportunities for our students, and community support maintained its high levels. It was particularly pleasing to see a number of new families become part of our school family during the year, with our enrolment reaching 62 after starting at 55 in February. It is significant that, at this stage, we seem to be holding a stable enrolment as this allows far better planning for the future to take place.

Our students enjoyed considerable success in all areas. Our Grade 5 and 6 students presented well on our local FM radio station, several students achieved high levels of success in a range of sports, a number of students participated in special curriculum-based competitions and did well, and our Grade 6 school leaders provided excellent role models for the rest of the school. Our choir presented well at local Kinders and we took part in a significant musical event in Warburton. Our Grade 3 and 5 students completed NAPLAN testing for the first time.

Milestones in the 2008 school year included our students attending a Grade 3 – 6 school camp at Sovereign Hill, winning the Regional Award in the School Garden Awards (with a visit to the school by judges in a helicopter), a visit to the school by Cathy Freeman, a whole-school excursion to the Zoo and the completion of our new playgrounds. We also utilised Federal funding to refurbish two classrooms and to install a solar HWS and a water supply for our gardens. Our students also achieved success in academic competitions and at sport. Twelve students completed transition to Secondary School. We also successfully gained accreditation as a Performance and Development Culture school.

2008 was also a year of staff change, with Carolyn Brown and Anita King leaving us mid-year and Katy Baker and Katrina Kotzur replacing them. Both brought a range of skills and experiences to our staff group, and significantly enhanced the students' learning. Although losing teachers mid-year can impact on a school, our resilient student group and school community welcomed both Katrina and Katy and made them feel part of the HCPS family immediately. In 2009 we will welcome Anne Pierpoint and Greg Booth to our staff as Katrina is returning to the Northern Territory and Leanne Woolley takes Family Leave.

We will continue to work hard in 2009 to implement our Strategic Plan, and to ensure that HCPS is seen in the wider community as a strong, vibrant and viable provider of the best possible learning, cultural and social opportunities for our students.

School Council President's Report

Well, what an exciting year it was at our great small school!!

Even though we are a small school, we have still managed to achieve great results. Our school has still managed to grow to 62 students. This is a fantastic effort.

We have had some great fundraising efforts by our Parents club. Everyone's contribution to the school is great appreciated.

We have had a memorable visit from the famous Cathy Freeman, who was warmly welcomed by all.

We have seen the refurbishment of the two classrooms which look great. Also, the installation of solar hot water service and water supply for the gardens.

We have welcomed the long awaited playground, which is a huge success.

We have achieved high levels of success in not only sporting events but academic events.

We have had school camp to Sovereign Hill, whole school excursion to the zoo and won regional awards for our beautiful garden, which involved a visit from a helicopter.

In achieving great results, I would like to personally thank our Principal, Mr John McKelvie and his team of teachers who are all committed to achieving the same thing, which is making sure the children are safe, happy & enjoy learning.

Finally, I would like to thank my fellow school councilors for their effort and support over the last school year. Sadly some of them have moved on and will be greatly missed by myself, but on saying that, I look forward to working with the new school councilors. Having such a great team has made my role as President a pleasure.

Kind Regards,
Kerri Haynes.

Student Progress & Achievements

Student Learning

Most students continue to show progress in all areas. At all year levels the majority of students were judged against the Victorian Essential Learning Standards as performing at or above expected standards. In all areas (Reading, Writing, Speaking and Listening, Number and Measurement, Chance and Data) results were regularly at or above the State Mean. Some exceptions occurred, but generally one or two students in a small class group affected statistical representation.

Assessment of reading results for Prep – Grade 2 indicated that most of our students were capable of reading unsighted text with more than 90% accuracy. Our 2008 Grade 2 students performed above State percentages. Prep and Grade 1 students scored below on a percentage basis, but small group numbers affected statistical results.

Percentage of students achieving at or above the National Minimum Standards

Our students continue to perform well against National Minimum Standards according to NAPLAN results for 2008. All of our 2008 Grade 5 students who took part in NAPLAN testing scored at or above the N.M.S. in writing, Spelling, Numeracy and Grammar/Punctuation, and 91.7% scored at or above the N.M.S. for Reading.

Graphing for our Grade 3 group is not available as fewer than ten students undertook testing. However, all students who took part in NAPLAN testing in 2008 achieved results at or above the N.M.S. in Reading, spelling and Numeracy and most scored at or above the N.M.S. in Writing and Grammar/Punctuation.



Although overall student progress has been pleasing and results have largely been positive, we need to continue to work towards our Strategic Plan goal *to improve and maximize student learning across the whole curriculum with a particular emphasis on literacy and numeracy*. Focus will be on raising the proportion of students assessed as achieving at the Expected Level 'C' or Above the Expected Level or 'B' in Reading, Writing, Speaking and Listening, Number and Measurement to continue to show improvement in school benchmark levels.

Student Engagement and Wellbeing

Our main goal in this area is to improve the levels of student engagement in their learning and their feelings of well being and connectedness. Through doing so, we aim to

- increase student attendance
- give students increased responsibility for planning and undertaking learning
- present the school as a positive place to be, to learn and to interact with others
- show our students, parents and the wider community that our school is a safe, caring and positive learning environment

The school enjoys a sound local reputation as a family-oriented school with a strong community commitment to its values and needs. A priority is to identify and clearly state the school community's values, and to ensure that we are committed to upholding these. We are committed to providing a safe, secure, warm and caring environment that meets the need of our students at all levels of their primary school life. We believe that social, emotional and physical well-being is fundamental to effective learning. This is achieved by developing in our students:

- a belief in their own self worth.
- honesty and integrity.
- resilience, tolerance, respect and acceptance of others.
- a sense of pride and school spirit.
- a strong sense of connectedness to the school.
- personal responsibility and commitment to achieving their best.
- cooperation and the ability to get along.

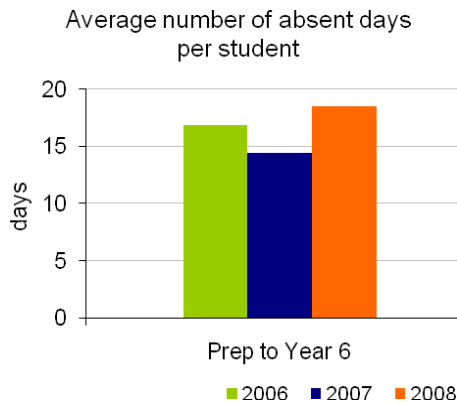
To promote connectedness a number of programs and activities run throughout the year. These include a strong Buddies Program, Kids' Hope Program mentors, values programs based on You Can Do It, a unified approach to any behavioural issues and a consistent response to any problems, a Clubs program and a range of special activities and special days. Students are given the opportunity to fill a number of leadership and responsibility roles within the school and to represent the school in a number of public forums including presenting on Yarra Valley FM and visiting local kindergartens. Our Breakfast Club, so capably and happily run by Jenny and Kim, also enhances student connections to school and to each other.

To further promote school connectedness and to increase student involvement in learning we will

- introduce Parent/Teacher/Student conferences to replace traditional Parent/Teacher interviews
- continue to promote the concept that "It's Not Okay to Stay Away" in order to minimise student absence
- continue our Breakfast Club and seek corporate support or special funding to assist in its organisation

We will continue to show our students, parents and wider community that Hoddles Creek PS is **a small school doing great things!**

Average number of absent days per student



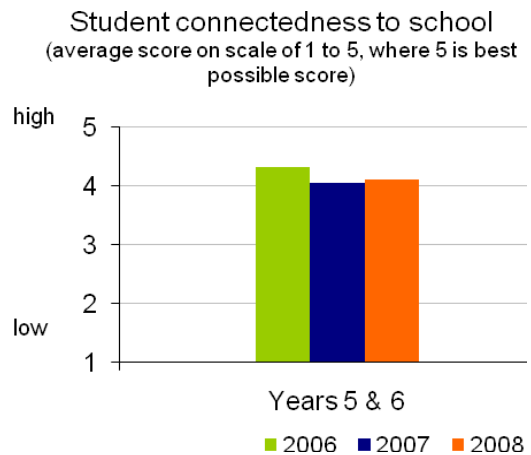
The average number of absent days per student increased significantly in 2008. This can be explained in a number of ways:

- Owing to the seasonal nature of farming, some families took holidays at times outside school term breaks
- Significant family issues impacted on the capacity of some families to attend school regularly
- One student in the P.S.D. had regular absences due to family arrangements

Although reasonable reasons can be found for many absences, particularly by particular individuals or families, the overall level of absence is a concern. The need to attend school regularly will be promoted heavily in the Newsletter, at meetings and in general “parent chat” so that staying away from school for non – essential reasons can be minimised.

Students' school connectedness

Our students continue to feel connected to their school, their peers and to their teachers. At times, this overrides the perception of the school as a place to learn, as social connections are seen as being more important than learning. It is interesting to note a higher degree of school connectedness among Grade 5 girls than those in Grade 6, and among Grade 6 boys compared to those in Grade 5.



Student Pathways and Transitions

Nine Prep students started their Primary education at HCPS in 2008. At the end of 2008 twelve students completed the transition to Secondary Education. One student will attend Lilydale HS; nine will go to Lilydale Heights SC, one to Upper Yarra SC and one to a non-Government school in 2009.

Transition Programs

A Kinder-to-Prep transition program was again offered in 2008 and was well attended. Five sessions were offered in Term 3 and Term 4 to preschool children to come and familiarise themselves with the school. These proved to be extremely worthwhile with Prep students gaining confidence in knowing where the classroom is, how a school operates and how to build relationships with students and teachers. The HCPS Choir paid visits to feeder Kinders at Woori Yallock, Launching Place, and Yarra Junction as part of the transition process.

Year 6 students had visits from all district secondary colleges. Secondary school personnel and students visited the school to provide transition information to our Grade 5 and 6 students and prepare them for the big step to secondary education. We encourage visits from former students to help promote destination schools and to maintain strong working relationships.

Year 6 students were well prepared for secondary school with Leanne Woolley coordinating transition activities and working with the SSO group to provide special programs for our Grade 6 students. Feedback indicates that our students are among the best – prepared to make a successful transition to secondary education. Anecdotal evidence and feedback from Secondary schools suggests that HCPS students making the transition from Grade 6 to Year 7 are better prepared for the change than the majority of Year 7 students. This program has been successful in enabling students to move from Primary to Secondary school well prepared and in a stable fashion.

Regular transition sessions also occurred within the school, with students moving from Year 2 to 3 and from Year 4 to 5. Students invited to attend sessions in the higher grade levels on a regular basis in Term 4. This assisted the students to gain confidence in these higher grade levels and better prepared them for the following year.

To enable students in the Program for Students with Disabilities to make a smooth transition from HCPS visits to schools with special settings were organised for parents and students, and individualised programs established with relevant secondary schools. Our capacity to support students in the PSD is a particular strength of HCPS, and our teachers and support personnel provide high level support to students and advice to their intended secondary schools.

Our successful effective transition processes, provision and procedures are reflected in positive Parent Opinion Survey results for this element.

Future Directions

Overall, the future of HCPS is viewed with considerable optimism by its school and local community. The school offers a secure, friendly and family oriented environment that does not appear to have many of the social or behavioural issues found in other local schools. The school's comparatively small size does not prevent the offering of a comprehensive and well rounded program in all areas.

We seek to continually improve student outcomes by identifying areas for improvement of teaching practice and providing targeted professional development. Through an effective performance and development culture we hope to create a more enriching and supportive environment for staff.

Significant aims are to

- *Further develop the capacity of staff to understand and effectively use data to improve student learning*

Our aim is to examine data collected from various surveys as well as teacher judgements to identify and cater for individual and group learning needs and to continue to provide effective programs.

- *Strengthen parent and community involvement and participation in the school to enhance the home/school education partnership to enhance transitions and student learning*

We already have a strong and supportive school community and plan to maintain this while extending partnerships to include the wider community and other schools.

Some areas are seen to be of concern to all or part of the school community. Learning programs continue to be strong, although improvement in some areas of literacy – especially Writing and Spelling – will further enhance the school's growing reputation as a great place for students to learn. The physical environment, although attractive, required improvement. Classroom and other learning areas meet the needs of our students, with two new classrooms coming into use in late 2006 and two community rooms being refurbished in early 2008. However, the poor state of the student toilet facilities and the interior of the administration staff facility cause concern. It is hoped that inclusion in programs such as Building Better Futures or the opportunity to access Commonwealth funding will help provide cleaner, more attractive toilets and a safe and secure environment for our administration and support staff and our children.

HCPS continues to develop its capacity to provide our students with access to quality ICT. To help provide effective ongoing access to electronic learning our teachers will work to produce an **eLearning Implementation Plan** and complete the **ePotential ICT Capabilities Survey** during 2009. Staff members will access appropriate professional learning and will include ICT in their professional development plans. We will upgrade our computer lab and install interactive whiteboards to enhance school-wide teaching and learning.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$ 34 222.00
Commonwealth Government Grants	\$ 47 390.00
State Government Grants	\$ 12 457.00
Other	\$ 11 565.00
Locally Raised Funds	\$ 41 003.00
Total Operating Revenue	\$146 490.00
Expenditure	
Salaries and Allowances	\$ 16 146.00
Bank Charges	\$ 0.00
Consumables	\$ 10 491.00
Books and Publications	\$ 2 500.00
Communication Costs	\$ 2 653.00
Furniture and Equipment	\$ 5 643.00
Utilities	\$ 6 759.00
Property Services	\$171 274.00
Travel and Subsistence	\$ 0.00
Motor Vehicle Expenses	\$ 0.00
Administration	\$ 1 548.00
Health and Personal Development	\$ 345.00
Professional Development	\$ 3 171.00
Trading and Fundraising	\$ 14 583.00
Support/Service	\$ 148.00
Miscellaneous	\$ 13 545.00
Total Operating Expenditure	\$248 714.00
Net Operating Surplus/- Deficit	\$102 224.00
Capital Expenditure	\$ 4 680.00
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Hoddles Creek PS finished 2008 in a good financial position. For the first time in quite a few years, our SRP credit component was in surplus. We finished the year with a bank balance of \$97095.06 after completing building works funded under the Investing in Schools program and installing water tanks and solar hot water under the Green Voucher scheme. The grant for the former was carried over from 2007, and the grant for the latter was paid to the school during the 2008 school year. Another significant financial outlay was the installation of new playground equipment. A carry-over of funds (Commonwealth Grant) from 2007 to 2008 largely covered the building works, and bank interest earned on this helped pay for the playground.

Revenue raised through fundraising provided valued support for school programs and the Parents' Club should be commended for the hard work its members do to help raise funds for our school. Given that the school has a limited support base due to its comparatively small enrolment, this is a fantastic effort.

In 2009 it is intended to use funds carried over from 2008 to purchase new computers and other IT equipment, upgrade the photocopier, complete buildings and site improvements and works and help support staffing.

Our proposed 2009 budget is based on an estimated enrolment in August/September 2008 of 53, with actual enrolment expected to be 60 – 62. Our budget will be revised to allow for a higher allocation of funds to many curriculum programs as a result of higher than anticipated SRP revenue.

In summary, the school performed well financially in 2008 and our financial position is relatively sound. At audit improved accountability practices and attention to detail were noted. Thanks must go to Jenny Stahl, the school's Business Manager, who has ensured that all financial commitments are met and that all procedures are followed diligently and to the school's Budget and Finance Committee which has provided strong advice and direction throughout 2008.

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	\$95 076.26
Official Account	\$ 2 018.80
Total Funds Available	\$97 095.06
Financial Commitments	2008 Actual
School Operating Reserve	\$16 375 .09
Co-operative Bank Account	\$ 0.00
Assets or Equipment Replacement < 12 months	\$19 000.00
Revenue Received in Advance	\$ 1 100.05
Building/Grounds including SMS < 12 months	\$27 250.00
Region /Clusters Funds/School Based Programs < 12 months	\$ 0.00
Provision Accounts < 12 months	\$12 939.92
Repayable to DEECD	\$ 0.00
Other Recurrent Expenditure (Accounts Payable)	\$ 430.00
Assets or Equipment Replacement > 12 months	\$ 0.00
Building/Grounds including SMS > 12 months	\$ 0.00
Region /Clusters Funds/School Based Programs > 12 months	\$ 0.00
Provision Accounts > 12 months	\$20 000.00
Co-operative loan >12 months	\$ 0.00
Beneficiary/Memorial Accounts	\$ 0.00
Total Financial Commitments	\$97 095.06

School Contact Information

Address:	700 Gembrook Road Hoddles Creek 3139
Principal:	John McKelvie
School Council President:	Kerri Haynes
Telephone:	03 5967 4282
Email:	hoddles.creek.ps@edumail.vic.gov.au
Web site:	http://www.hcps.vic.edu.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Principal.