

2016 Annual Report to the School Community



School Name: Hastings Primary School

School Number: 1098

Name of School Principal:	Susan Lyons
Name of School Council President:	Scott Harwood
Date of Endorsement:	28 th April 2017

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.





About Our School

School Context

Hastings Primary School is located in the regional township of Hastings, on the Western Port side of the Mornington Peninsula. The school has a long and proud history of over 140 years, valuing the contributions of families past and present. The school currently has a student population of 248 as of February 2017 census, with a relatively small population of ATSI and EAL students.

The School Strategic Plan 2016 – 2019 was completed in early 2016, with priorities based on the Framework for Improving Student Outcomes (as listed below). The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents/carers and staff have become a feature of the school. We also benefit immeasurably by the fantastic contribution made by our large band of committed volunteers drawn from the school and broader community.

The school recognises the key role that parents and carers play in their child/ren's learning and these partnerships are actively promoted and supported. The school's Friends of Hastings Primary School volunteer team continues to support and promote school community connectedness through a range of social and fundraising activities. The school is also well supported by community groups, agencies, services, local businesses and clubs

The school's workforce consists of a combination of skilled and dedicated teaching staff, supported by education support staff who add a wide range of skills and interests to the programs and activities offered at the school. For the 2016 school year, the Student Resource Package and Equity (Social Disadvantage) funding 15.2 FTP teachers (including 2 x Principal class) and 5.8 Education Support staff, including classroom, administration and grounds support. The school has a NSCP funded chaplain 2 days per week. Allied health professionals work closely with the school community, with services including speech pathology, occupational therapy, paediatric clinic and counselling/psychologists.

The Victorian Curriculum is the basis of all curriculum in Foundation – Year 6, with significant team planning ensuring effective and engaging delivery. State of the art information technology and teaching and learning approaches greatly support and impact positively on student learning growth and outcomes.

As a nationally accredited Kidsmatter school, a significant commitment has been made to support and nurture the wellbeing of all community members. A school culture consistently displaying respect, integrity, inclusion, and connectedness is strongly evident.

The school's Student Family Occupation index is 0.7277 and SFOE index is .6218 indicating a high level of social and economic vulnerability in the community, and therefore the school receives substantial social equity funding from government. While overall student numbers have remained stable over the past 6 years, levels of family mobility and transience impact are relatively high. With this additional funding, teachers and support staff are employed to provide learning interventions for students working below, at and above the expected student outcomes.

The School Council is highly supportive of the teaching and learning priorities, and identified school improvement strategies. The School Council ensures policies and program budgets are aligned with implementation strategies and supported through the program budgets.

The school facilities (grounds, buildings and resources) are well placed to provide diversity to enhance curriculum provision and student wellbeing support.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO) priorities are:

Priority 1: Excellence in teaching and learning **Domain:** Evaluating impact on learning

Continuing progress is being made on building the capacity of staff to effectively use the available assessment tools, allowing for consistent use of data and other evidence to inform teaching and learning.

Priority 2: Positive climate for learning **Domain:** Intellectual engagement and self awareness

Continuing progress is being made in improving school engagement and attendance by promoting student voice, feedback and self directed learning.

Priority 3: Community engagement in learning **Domain:** Building communities

Continuing progress is being made in promoting mental health and wellbeing through the Kidsmatter framework, involving a whole school approach and integration of wider community professional services.



Achievement

Now in the 2nd year of the School Strategic Plan, the school continues to work on creating a consistent whole school approach to learning and teaching that is engaging and effective. The professional learning for staff is based on the identified needs of specific curriculum areas, individual and team needs and emerging initiatives in education. The Department of Education and Training requires rigorous performance and development standards for staff, and we continue to provide the means for continuous development of staff to deliver high quality, engaging and motivational teaching and learning experiences for students.

National assessment data for English and Mathematics in Year 3 and 5 provides evidence of the school's focused efforts in improving student learning outcomes. Although not meeting state median performances, the school's performance against the like school cohort in Year 5 Numeracy shows consistently similar outcomes as would be expected when accounting for background characteristics known to make a difference to students' results. In 2016 the Year 5 Reading results were higher than the expected in the school comparison data.

As a priority curriculum area, Reading outcomes continue to improve, and the long term commitment of literacy coaching, online reading programs and whole school strategies is now evidenced in the Year 5 NAPLAN outcomes for 2016. To ensure this progress is continued, in 2017 additional support will be provided in Prep – Year 3 classes, and specifically for literacy development. This support is provided by education support staff as well as expert teachers.

With the continued implementation of THRASS (Teaching Handwriting, Reading and Spelling Skills) and Big Write/VCOP programs, improvements in spelling, grammar and punctuation and writing are continuing. Continued focus on spelling, grammar and punctuation throughout the SSP period 2016 – 2019 is expected to support improved literacy skills in all areas of writing.

Numeracy outcomes continue to show improvement in both student outcomes and learning gains at Year 3 and 5. A professional learning focus on Numeracy teaching and assessment has resulted in a more consistent, school wide approach to numeracy teaching.

Generally the school performed within a 'similar' range of outcomes to matched SFO schools data in relation to both teacher judgements and NAPLAN in Literacy and Numeracy. The school's performance in NAPLAN over the 4 year average has been stronger at Year 5 than at Year 3. Year 5 NAPLAN shows improvement gains in all areas except Punctuation and Grammar. The 4 year trend data for Year 3 and Year 5 students have consistently performed within the expected range when compared with like schools.

Focused work in Reading, Writing and Numeracy has resulted in the learning growth between years 3 and 5, for the matched cohort at this school, exceeding the State mean for learning growth. This has been evident in both 2015 and 2016. NAPLAN Learning Gain between Year 3 and Year 5 (same students) data is evidence of good growth in Reading and Spelling as more students are experiencing medium and high growth in past years. An increase in the percentages of students achieving medium and high gain in Numeracy and Writing is the focus for 2017 planning for interventions, additional support and professional development. Learning Gain in Numeracy,

Curriculum Framework implemented in 2016

During 2016 the school continued to use AusVELs as the main curriculum framework, and began to integrate the new Victorian Curriculum as modules and resources became available. The Victorian Early Years and Development framework is also integrated for the Foundation – Year 2 curriculum.

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

Engagement

Student engagement is a significant measure of the future success of our students, academically, socially and emotionally.

Building and sustaining student engagement is approached through a wide range of strategies, beginning at the whole school level, then to specific student cohorts and finally at the individual student level.

Whole school approaches include

- Kidsmatter framework components of building a positive school community – engaging families not just students, and explicitly teaching and embedding strong social and emotional skills and understandings in all community members.



- A school culture of respect, tolerance, community, compassion, self discipline and friendliness.
- Emotional and cognitive engagement are developed through utilising students' interests and backgrounds in developing contexts for learning, as well as ensuring that learning is targeted to students' points of need.
- Engaging parents, and valuing their contributions, in their children's learning and development.
- High expectations in the areas of student behavior and attitude and school attendance, with relevant acknowledgements an important part of every day.
- A consistent, transparent Student Well Being Policy and Code of Conduct, well respected by all members of the school community.
- Highly motivated and engaged teachers/staff, who work in teams, to promote students' self concepts and responsibility through personalized learning, individual learning plans, goal setting, understanding progress and success and celebration.
- A wide range of opportunities for the promotion of student voice at all levels of the school including the use of social circles in every classroom, Student Representative Council, student leadership training, student opinion and surveys, involvement in school policy development and participation in the broader community.

The specific needs of cohorts of students are identified, strategies developed and implemented based on what is appropriate. Additional support is accessed through our own staff (including Education Support staff, chaplain and welfare officer) and other health professionals and services.

- Students with specific learning needs, including students with disabilities
- Students, and their families, with wellbeing and mental health issues
- New students and their families to the school

Students identified with specific individual needs are given a 'case management' approach where a team (consisting of school staff, health professionals, agencies/service providers, family members) will often become responsible to provide support as in cases such as

- Extreme attendance and late to school problems
- Challenging behavioural and social issues
- Students who are 'at risk' at both ends of the academic scale
- Students with challenging family issues, and trauma related behaviours.

Based on student, parent and staff surveys, school based documentation and attendance data, the school has documented evidence of ongoing, systemic improvements in the areas of student management, student connectedness, student engagement and attendance, which we believe will continue to impact positively on student learning outcomes in the future.

In 2016 the average number of student absence days at all levels was within the 'similar' range for school comparison purposes. The least number of absence days were recorded in Foundation, Year 3 and Year 4 at 93% attendance. The highest absence rate of 86% attendance was recorded in Year 6.

Wellbeing

Hastings Primary School supports the wellbeing of students and their families by providing a high level of care and support to our community through the Kidsmatter framework and associated policies and actions.

The school has a strong approach to supporting wellbeing and has developed close links with health providers and service agencies to support a well managed and shared approach to student wellbeing. In this way, the school supports the wellbeing of a significant number of 'at-risk' students and their families. The high levels of mobility and transience in our families impact on the resources available to support the diverse needs of the school community. The Well Being team has a strong commitment to ensuring the sense of well being, safety and connectedness is well established for the school community, and specifically for our students. 2016 saw improvements in students' feelings of connectedness to school with an improvement pattern evident. Attitudes towards safety at school also shows improvement over the past 4 years, with 2016 being the most positive response in that time. largely due to the continued focus on the development of positive relationships and the explicit teaching of social and emotional learning curriculum.

Overall the management of student behaviour in classrooms is regarded as effective and responsible for the more positive responses in student motivation and independent learning and engagement. All in all, the school's well being outcomes in relation to student attitudes remain similar to other like schools.

Students and families transitioning into the school from other schools are well supported by the wellbeing team, which includes the Assistant Principal, primary welfare officer, school chaplain and psychologist. Transitions from year level to year level are managed through regular multi-age activities and interest groups. Children across the school regularly interact and work with staff from different levels and specialist backgrounds. They experience change, develop



flexibility and adaptability, and build resilience and confidence. Further transitions are supported at the end of each year in readiness for the following year.

Transition to school for children coming from early childhood settings, in readiness for their first year of school, continues to be a strength as we work closely with early childhood professionals and families to support a smooth transition.

The school works closely with local secondary colleges to ensure transitions from Year 6 – Year 7 are well supported and effective.

Parent Satisfaction survey results in 2016 provided strong evidence, through data and comments, that there was a high level of satisfaction in the overall performance of the school's curriculum programs, student engagement strategies and student wellbeing support.

For more detailed information regarding our school please visit our website at hastingsprimary.vic.edu.au



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

Enrolment Profile

A total of 248 students were enrolled at this school in 2016, 118 female and 130 male. There were 3% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

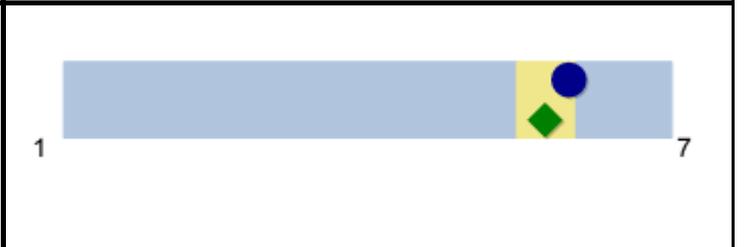
Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

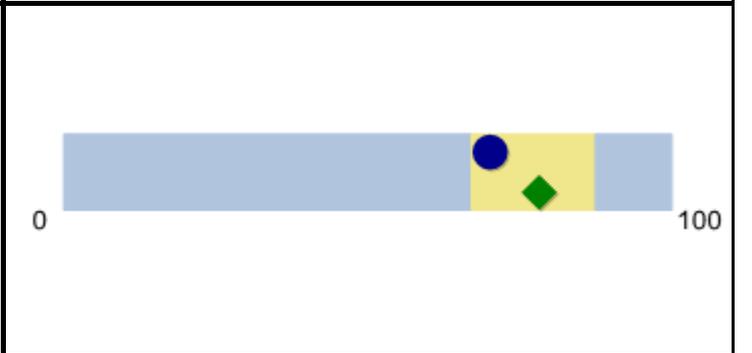
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





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> Lower</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> Similar</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> Higher</p> <p> Higher</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>57%</td> <td>30%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>55%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>61%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>48%</td> <td>39%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	44%	28%	Numeracy	57%	30%	13%	Writing	41%	55%	5%	Spelling	22%	61%	17%	Grammar and Punctuation	48%	39%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>93 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	93 %	93 %	91 %	86 %	<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										
93 %	91 %	92 %	93 %	93 %	91 %	86 %										



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> Lower</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

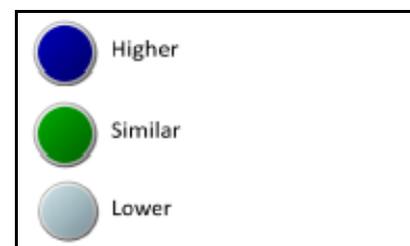
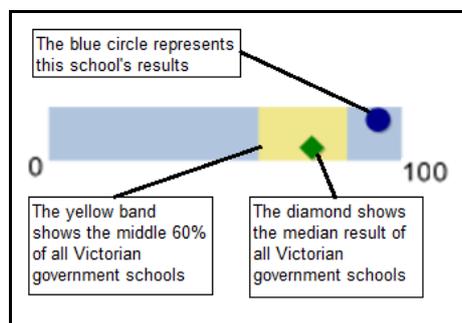
What are student outcomes?

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.

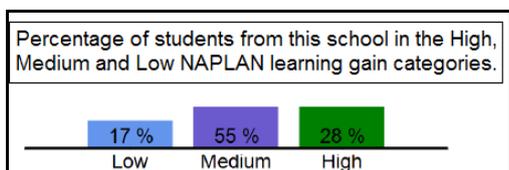
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The Financial Performance Summary relates the revenue and expenditure for Hastings PS in 2016. The net operating surplus of \$377,728 is related to the additional Student Family Equity funding and the more balanced mix of experienced and graduate teaching staff employed in 2016. The financial position of School Council in December 2016 has total funds available of \$442,060 which has been allocated in the financial commitments statement for future expenditure.

With additional funding the school has been able to meet the costs of additional teaching staff for professional development support (1.0 FTP) and additional assistance through ES staffing (3 FTP) as well as the professional development costs incurred in improving teacher capacity. The School Council continues to be confident that the program budgets necessary to resource curriculum and professional development, as well as the school's physical resources, is available.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,269,617
Government Provided DET Grants	\$700,715
Government Grants Commonwealth	\$30,127
Revenue Other	\$26,695
Locally Raised Funds	\$120,060
Total Operating Revenue	\$3,147,214

Expenditure	
Student Resource Package	\$2,137,297
Books & Publications	\$2,349
Communication Costs	\$3,772
Consumables	\$44,471
Miscellaneous Expense	\$168,938
Professional Development	\$22,150
Property and Equipment Services	\$279,854
Salaries & Allowances	\$77,506
Trading & Fundraising	\$16,962
Utilities	\$16,188

Total Operating Expenditure	\$2,769,486
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Net Operating Surplus/-Deficit	\$377,728
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Asset Acquisitions	\$22,441
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Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$430,564
Official Account	\$11,495
Total Funds Available	\$442,060

Financial Commitments	
Operating Reserve	\$91,829
Asset/Equipment Replacement < 12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$120,000
Revenue Received in Advance	\$24,800
School Based Programs	\$10,000
Provision Accounts	\$10,000
Other recurrent expenditure	\$5,431
Maintenance -Buildings/Grounds incl SMS>12 months	\$80,000
Total Financial Commitments	\$442,060

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.