

# 2017 Annual Report to the School Community



School Name: Hastings Primary School

School Number: 1098





## 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 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.

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.

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, student counsellor and psychologists.

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.

Due to high levels of disadvantage, 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 can be 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 ensures the school facilities (grounds, buildings and resources (human and physical) are well placed to deliver diversity and choice 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 in Literacy and Numeracy.

Now in the 3<sup>rd</sup> 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.

**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

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 in 2017 against the intake adjusted like school cohort in Year 3 and 5 Numeracy shows consistently similar outcomes as would be expected when accounting for background characteristics known to make a difference to students' results. In 2017 the Year 3 Reading results showed similar performance when compared to like schools, with the Year 5 Reading results being higher than the expected in the school comparison data. 2017 NAPLAN performance summary data showed a slight improvement in both Literacy and Numeracy in year 3 and Year 5.

Reading outcomes continue to improve, and the long term commitment of literacy coaching and whole school reading workshop strategies continues to be evidenced in the Year 5 NAPLAN outcomes for 2017. To ensure this progress is continued, in 2018 additional support will continue to be provided in Foundation – Year 3 classes, and specifically for literacy development.

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. While 2017 outcomes have shown no improvement, the 2018 Annual Implementation Plan will support further development and progress in this area.

A professional learning focus on Literacy and Numeracy teaching and assessment has resulted in a more consistent, school wide approach to teaching and learning.

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 2016 and 2017. NAPLAN Learning Gain between Year 3 and Year 5 (same students) data is evidence of increased degrees of growth in Grammar and Punctuation and Numeracy in 2017. More students are experiencing medium and high growth than in past years. This continues to be a goal for 2018.

## 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.
- 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.

Based on student, parent and staff surveys, school based documentation and attendance data, the school has documented evidence of ongoing 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 2017 the average number of student absence days at all levels was within the 'similar' range for school comparison purposes. All year levels, except Year 6, had attendance rates at or above 91%, with Year 6 being 89%.

2018 will see further development and application of the Attendance Policy and program, which identifies students at risk, and instigates a case by case management plan, supported by the wellbeing team.



## 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 identified 'vulnerable' students and their families. 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.

The new Attitudes to School 2017 survey results show students' have positive responses to Stimulated Learning, Attitudes to Attendance, High Expectations for Success, Sense of Inclusion, and Motivation and Interest. While there is no comparison data, continued efforts are required to improve students' perception of Not Experiencing Bullying and Sense of Connectedness. The school's focus will continue 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.

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.

Parent Satisfaction survey results in 2017 provided strong evidence, through data and comments, that there was a high level of satisfaction, 83%, 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 [hastings.ps@edumail.vic.gov.au](mailto:hastings.ps@edumail.vic.gov.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 246 students were enrolled at this school in 2017, 123 female and 123 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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 Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>68%</td> <td>5%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>48%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>63%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	68%	5%	Numeracy	36%	48%	15%	Writing	50%	50%	0%	Spelling	21%	63%	16%	Grammar and Punctuation	29%	53%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	93 %	92 %	92 %	89 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	93 %	92 %	92 %	89 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

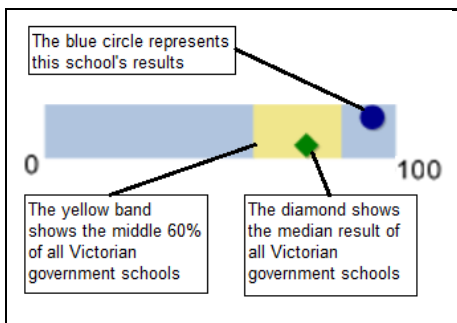
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

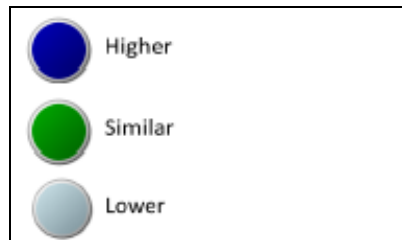


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

The Financial Performance Summary relates the revenue and expenditure for Hastings PS in 2017. The net operating surplus of \$117,362 is related to the additional Student Family Equity funding and the more balanced mix of experienced and graduate teaching staff employed in 2017. The financial position of School Council in December 2017 has total funds available of \$398,509 which has been allocated in the financial commitments statement for future expenditure.

With additional social equity funding the school has been able to meet the costs of additional teaching staff for professional development support (1.0 FTP), additional learning support through ES staffing (3.5 FTP) and a student counsellor. Included also is the significant professional development costs incurred in improving teacher and ES capabilities. 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, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,323,710	High Yield Investment Account	\$397,950
Government Provided DET Grants	\$535,534	Official Account	\$559
Government Grants Commonwealth	\$9,000	<b>Total Funds Available</b>	<b>\$398,509</b>
Revenue Other	\$19,502		
Locally Raised Funds	\$97,897		
<b>Total Operating Revenue</b>	<b>\$2,985,643</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$561,794		
<b>Equity Total</b>	<b>\$561,794</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,175,502	Operating Reserve	\$86,333
Books & Publications	\$3,128	Asset/Equipment Replacement < 12 months	\$55,000
Communication Costs	\$3,743	Capital - Buildings/Grounds incl SMS<12 months	\$32,000
Consumables	\$43,893	Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
Miscellaneous Expense <sup>3</sup>	\$209,042	Revenue Receipted in Advance	\$28,882
Professional Development	\$18,308	School Based Programs	\$5,000
Property and Equipment Services	\$332,557	Provision Accounts	\$9,248
Salaries & Allowances <sup>4</sup>	\$55,479	Other recurrent expenditure	\$2,046
Trading & Fundraising	\$11,206	Capital - Buildings/Grounds incl SMS>12 months	\$50,000
Utilities	\$15,423	Maintenance -Buildings/Grounds incl SMS>12 months	\$80,000
		<b>Total Financial Commitments</b>	<b>\$398,509</b>
<b>Total Operating Expenditure</b>	<b>\$2,868,281</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$117,362</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.*