

2018 Annual Report to The School Community



School Name: Hastings Primary School (1098)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 05:09 PM by Simone McDonald (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 09:00 AM by Julie Coster (School Council President)

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 almost 150 years, valuing the contributions of families past and present. The school currently has a student population of 221 as of February 2019 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 for all curriculum in Foundation – Year 6, with significant team planning ensuring effective and engaging delivery. High quality information technology and teaching and learning approaches greatly support and impact positively on student learning growth and outcomes.

The Linking Schools and Early Years community partnership continues to support the early years school transition and the school is well supported by community groups, agencies, services, local businesses and clubs. The school recognises the key role that parents and carers play in their child/ren's learning and these productive 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'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 well-being of all community members. A school culture consistently displaying care, respect, integrity, inclusion and connectedness is strongly evident.

Due to high levels of disadvantage, the school receives substantial social equity funding from government. Levels of family mobility and transience can be high, and whilst student numbers have remained stable over the past 6 years, 2019 will see a decline in enrolment figures. With this additional equity funding, teachers and support staff are employed to provide learning interventions for students working below, at and above the expected learning 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 well-being 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.

In the final year of the School Strategic Plan, the school continues to work on embedding 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. Rigorous performance and development standards for all staff are underpinned with agreed guidelines 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 well-being 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 2018 against the intake adjusted like school cohort in Year 5 [relative growth] shows similar outcomes as would be expected when accounting for background characteristics known to make a difference to students' results. In 2018 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. The four year trend Year 5 Reading and Year 5 Number is higher than similar schools in the school comparison data. 2018 NAPLAN performance summary data showed a slight improvement in both Literacy and Numeracy in Year 3 and Year 5.

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 2016, 2017 and 2018. NAPLAN Learning Gain between Year 3 and Year 5 (same students) data is evidence of increased degrees of growth in Reading and Spelling in 2018. More students are experiencing medium and high growth than in previous years.

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 2018. To ensure this progress is continued, in 2019 support will continue to be provided in Foundation – Year 2 classes, specifically for literacy development by utilising the Learning Specialist to directly support development of teacher practices.

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. The number of students in the top 2 bands for Year 3 is close to similar school and Year 5 students in the top 2 bands has exceeded State. The 2018 Relative Growth data for spelling also exceeds State achievements. Whilst we have seen growth in the Top 2 bands for Grammar and Punctuation, we are well behind similar and state scores. The 2019 Annual Implementation Plan will support further development and progress in the area of writing.

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

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 behaviour 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 2018 the average number of student absence days at all levels was within the 'similar' range for school comparison purposes. The four year average number of student absence days at all levels was also within the 'similar' range for school comparison purposes. All year levels, except Year 6, had attendance rates at or above 90%, with Year 6 being 88%.

In 2019, Attendance [will remain a focus] being supported through case by case management, having been identified and supported by the Well-Being Team.

Wellbeing

Hastings Primary School supports the well-being 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 well-being and has developed close links with health providers and service agencies to support a well managed and shared approach to student well-being. In this way, the school supports the well-being 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 Attitudes to School 2018 survey results show students' have positive responses to Stimulated Learning, Attitudes to Attendance, High Expectations for Success, Sense of Inclusion, and Motivation and Interest. The school continues its efforts towards improving students' perception of Not Experiencing Bullying and Sense of Connectedness. The school's focus continues to develop positive relationships through 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 Opinion Survey results in 2018 provided strong evidence, through data and comments, that there was a high level of satisfaction, and an increase in the overall performance in most of the school's summary measures for; Community Engagement in Learning, Excellence in teaching and Learning and Positive Climate for learning.

Financial performance and position

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.

For more detailed information regarding our school please visit our website at
<https://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 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

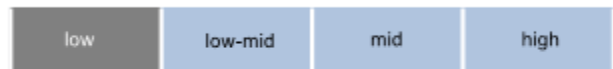
Enrolment Profile

A total of 251 students were enrolled at this school in 2018, 121 female and 130 male.

2 percent were EAL (English as an Additional Language) students and 7 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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




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> Higher</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>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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>68%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>57%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	52%	31%	Numeracy	18%	68%	14%	Writing	41%	45%	14%	Spelling	14%	43%	43%	Grammar and Punctuation	36%	57%	7%	<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>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</p> <p>School Comparison 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	92 %	90 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	92 %	90 %	88 %										

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,492,362	High Yield Investment Account	\$515,276
Government Provided DET Grants	\$579,134	Official Account	\$9,995
Government Grants Commonwealth	\$8,452	Total Funds Available	\$525,272
Revenue Other	\$22,344		
Locally Raised Funds	\$93,836		
Total Operating Revenue	\$3,196,128		
Equity¹			
Equity (Social Disadvantage)	\$569,834		
Equity Total	\$569,834		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,310,841	Operating Reserve	\$88,914
Books & Publications	\$910	Other Recurrent Expenditure	\$1,001
Communication Costs	\$5,406	Funds Received in Advance	\$37,375
Consumables	\$45,439	School Based Programs	\$49,500
Miscellaneous Expense ³	\$216,375	Asset/Equipment Replacement < 12 months	\$40,000
Professional Development	\$12,176	Capital - Buildings/Grounds < 12 months	\$70,000
Property and Equipment Services	\$196,625	Maintenance - Buildings/Grounds < 12 months	\$150,000
Salaries & Allowances ⁴	\$68,134	Maintenance - Buildings/Grounds > 12 months	\$100,000
Trading & Fundraising	\$17,241	Total Financial Commitments	\$536,790
Utilities	\$14,271		
Total Operating Expenditure	\$2,887,417		
Net Operating Surplus/-Deficit	\$308,710		
Asset Acquisitions	\$19,500		

(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 15 March 2019 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.

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)

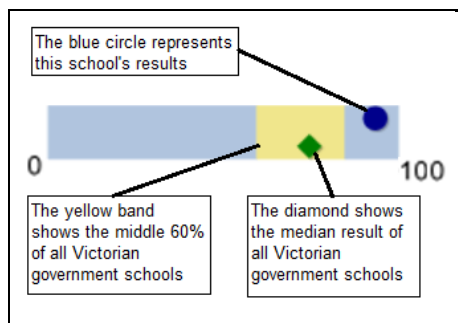
Engagement

- 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).

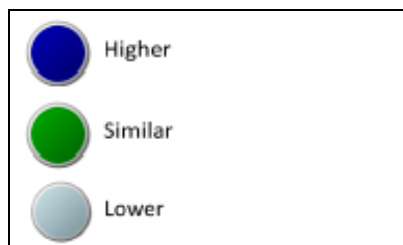


What does *School Comparison* refer to?

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*' or '*ND*' 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').