

# 2020 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](http://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 2020 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 23 March 2021 at 03:15 PM by Simone McDonald (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 March 2021 at 04:01 PM by Julie Coster (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Hastings Primary School is located in the regional township of Hastings, on the Westernport 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 215 as of February 2020 census, with a relatively small population of ATSI and EAL students.

The School Strategic Plan 2020 – 2023 was developed mid 2019 after a rigorous School Review, with priorities based on the Framework for Improving Student Outcomes. 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 from 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 'Be You' school [previously, KidsMatter], 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 declined slightly over the past two years, next year will see an increase in enrolment figures. With this additional 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 support student well-being.

### Framework for Improving Student Outcomes (FISO)

In 2020, Hastings Primary School's AIP focused on implementation of Key Improvement Strategies [KIS] related to the FISO dimension of Building Practice Excellence.

This included:

- Develop a pedagogical model that promotes high quality teaching and learning in Literacy
- Implement a Professional Learning Communities [PLC] approach to support the collaborative diagnosis of student learning needs and the design of effective learning programs

To support implementation of these KIS;

\* The school continued to engage with and access the DET's PLC coordinator, through our Learning Specialist to support teachers to effectively use the available assessment tools, allowing for consistent use of data and other evidence to inform teaching and learning.

\* The staff collaborated [with the guidance of our Bastow Master Leader and Learning Specialist] to further develop and implement an Instructional model. The instructional Model Artefact was produced and is displayed within all learning spaces. During the Remote and Flexible Learning periods, the Instructional Model was embedded into the Google Classroom and Slides planning format utilised by teaching staff to deliver curriculum.

**Achievement**

During the Remote and Flexible learning period, PLCs continued to meet [utilising online platforms] to regularly analyse student learning data, ensuring learning experiences were targeted and at point of need. Students were further supported during this time through the inclusion of smaller break-out learning groups in the online platform of Google Classrooms. The Learning Specialist also provided extension to students throughout the year [both onsite and online].

The long term commitment to literacy coaching and whole school reading workshop strategies continues to positively affect reading outcomes. To ensure this progress continued in 2020, support was provided in Foundation – Year 6 classes, specifically for literacy development, with a writing focus, by utilising the Learning Specialist to directly support development of teacher practices. Staff were able to engage in whole staff professional learning opportunities via external sources and through sharing of internal knowledge of highly experienced teaching staff.

Teacher judgement of student achievement was measured through the use of school-based assessments. The percentage of students working 'at' or 'above' age expected level in English is 64% which is lower than similar schools. Similarly, the percentage of students working 'at' or 'above' age expected level in Mathematics [56%] is also lower than similar schools.

The progress of our students who are supported through the PSDMS [Programme for Students with disabilities] was maintained through diligent and planned delivery of high quality strategic learning support, provided through collaborative approaches between Classroom Teachers, Educational Support Staff, families and onsite external agencies providing speech, occupational therapy, counselling advice, and student support group meetings as required for these students.

Due to NAPLAN not being conducted in 2020, NAPLAN learning gain was unable to be determined.

**Engagement**

Hastings Primary School students are engaged and connected to their school; we are proud of the programs which support students in building resilience, persistence, engagement and social capacity. 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.

Approaches include;

- Building a positive school community – engaging families' not just students, and explicitly teaching and embedding strong social and emotional skills [through the DET Respectful Relationships curriculum] 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.

Opportunities for student voice and agency continue to be supported through clear student leadership pathways across the school.

Students and families were provided with devices to ensure access to the Google Classroom platform and in 2021 our PLCs will continue to utilise the Google Slides and Classroom platforms providing opportunities to continue building student agency within the classroom.

In 2020 the average number of student absence days at all levels was greater than the 'similar' range for school comparison purposes, however our 4-year average remains close to the 'similar-schools' average. The initial focus during the Remote and Flexible learning period was on ensuring 'communication lines' were available between families and school. Every classroom teacher contacted each family to ensure phone numbers and emails were correct and up-to-date and coordinated agreed contact times. The Well Being team compiled a list of at-risk students/families, developed a contact survey and coordinated regular check in times for the coming weeks. Classroom teachers provided the Well-Being team with attendance data to ensure attendance follow ups were maintained. Monitoring attendance was maintained as a priority with data being collected, collated and acted upon in a timely manner using supports such as; phone calls, check ins, home visits and welfare checks. Communication channels were continued to be streamlined to ensure families received important information and updates in a timely manner.

To support student engagement during the transition back to onsite learning, our school developed and delivered learning experiences that highlighted connectedness.

### 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 Be You framework and associated policies and actions.

Student Well-being continues to be a focus. If students are not feeling safe, learning can be difficult. In 2020, the school continued to promote a positive learning environment for all students through positive behaviour supports and 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. During the Remote and Flexible learning period a Well-Being space was developed within the Google Classrooms for all students to access. This space was collaboratively developed and monitored by our Student Counsellor and Chaplain.

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 2020 survey results [including the 4-year average] show the indicators for students' Sense of Connectedness and Management of Bullying closely match the State average in 2020 and the 4-year average for Similar Schools and State.

The school's focus continues to develop positive relationships through the explicit teaching of social and emotional learning curriculum; Rights, Responsibilities & Respectful Relationships.

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 the state average.

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. Internal school transitions are coordinated at the end of each year in readiness for the following year.

### Financial performance and position

Hastings Primary School maintained a very sound financial position throughout 2020. The new strategic plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through generous community grants and philanthropic donations, DET Initiatives and targeted teaching areas in 2020. The school receives generous Equity Funding, which contributed towards the employment of an Assistant principal, Learning Specialist, Speech and Occupational Therapists and a Student Counsellor.

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.

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

# Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 216 students were enrolled at this school in 2020, 107 female and 109 male.

4 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

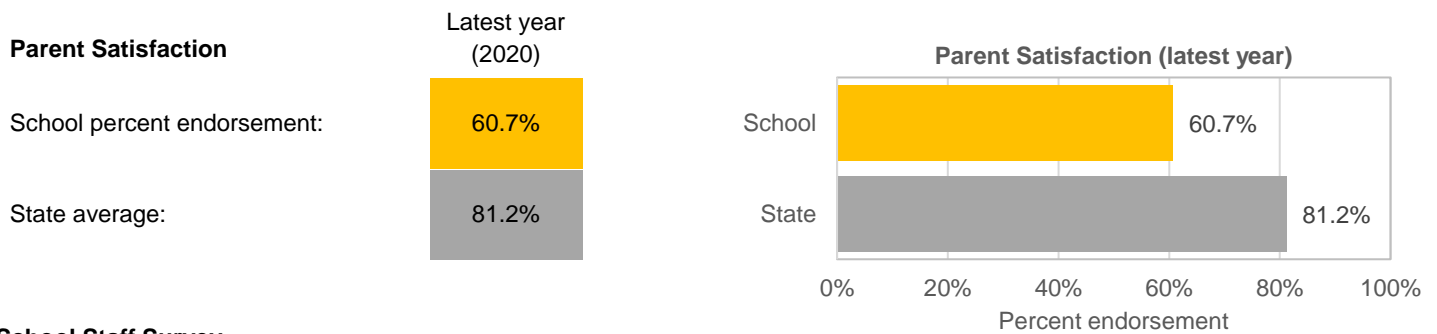
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

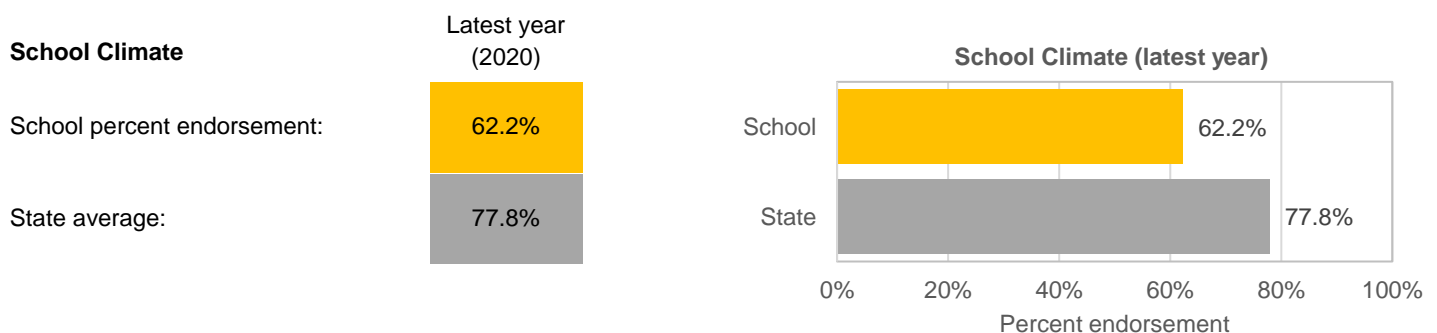


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

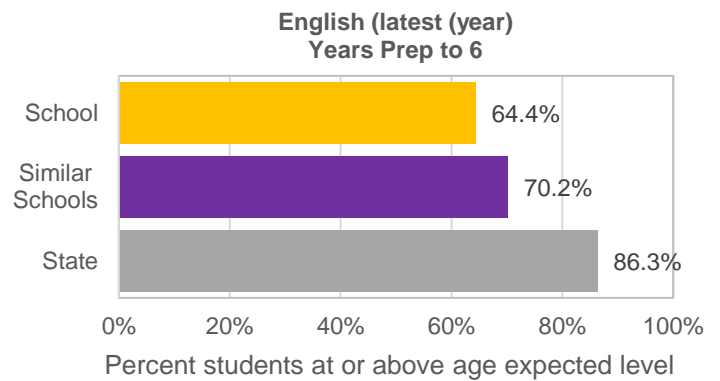
64.4%

Similar Schools average:

70.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

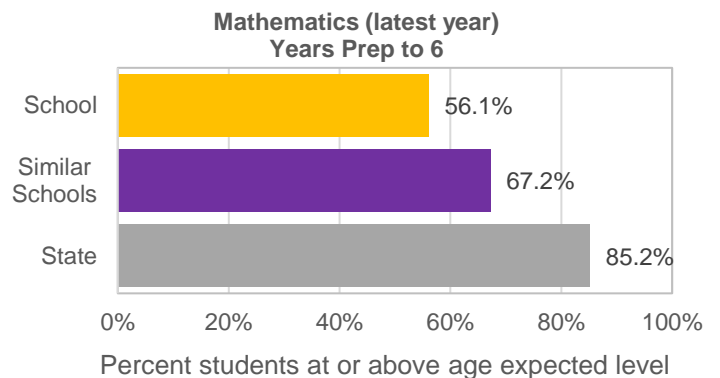
56.1%

Similar Schools average:

67.2%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

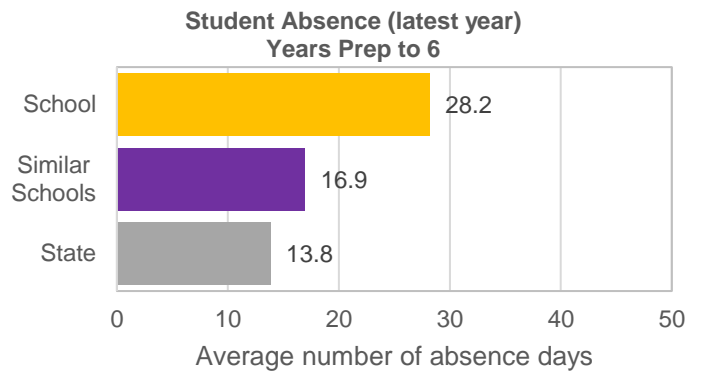
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	28.2	20.2
Similar Schools average:	16.9	17.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	84%	85%	84%	87%	85%	87%	86%

## WELLBEING

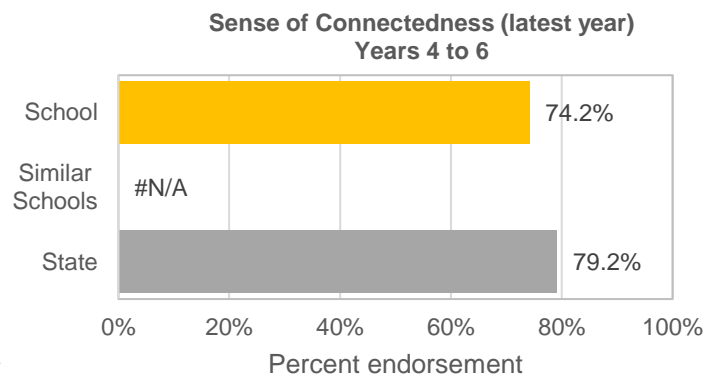
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	74.2%	76.8%
Similar Schools average:	NDP	78.5%
State average:	79.2%	81.0%



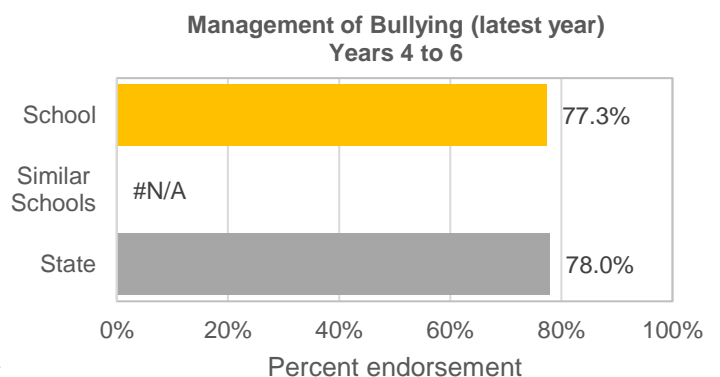
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	77.3%	78.4%
Similar Schools average:	NDP	78.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,741,758
Government Provided DET Grants	\$587,245
Government Grants Commonwealth	\$7,980
Government Grants State	NDA
Revenue Other	\$5,944
Locally Raised Funds	\$84,505
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,427,432</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$563,384
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$563,384</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,325,450
Adjustments	NDA
Books & Publications	\$3,559
Camps/Excursions/Activities	\$17,688
Communication Costs	\$2,933
Consumables	\$33,258
Miscellaneous Expense <sup>3</sup>	\$7,547
Professional Development	\$7,755
Equipment/Maintenance/Hire	\$49,893
Property Services	\$134,890
Salaries & Allowances <sup>4</sup>	\$4,748
Support Services	\$125,036
Trading & Fundraising	\$2,956
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$14,283
<b>Total Operating Expenditure</b>	<b>\$2,729,996</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$697,436</b>
<b>Asset Acquisitions</b>	<b>\$195,070</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$624,174
Official Account	\$6,214
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$630,388</b>

Financial Commitments	Actual
Operating Reserve	\$49,354
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$35,723
School Based Programs	\$84,200
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$40,000
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$659,277</b>

*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.*