

2021 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 2021 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 16 March 2022 at 12:09 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 2021 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 16 March 2022 at 08:42 PM by Julie Coster (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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 nearly 150 years, valuing the contributions of families past and present. The school currently has a student population of 221 as of February 2021 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] National School Chaplaincy Program 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.

Hastings Primary School has made a significant commitment 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 2021, Hastings Primary School's AIP focused on implementation of Key Improvement Strategy [KIS] 'Learning, catch-up and extension priority' priority which related to the FISO dimension of Building Practice Excellence.

This included:

- Embedding Professional Learning Communities [PLCs] structures to support teacher collaboration and reflection, and strengthening of teacher practice
- Revisiting and strengthening the use of HITS in classrooms, with a focus on Goal Setting and Feedback

To support implementation of this 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.

Hastings Primary School also focused on the Key Improvement Strategy [KIS] 'Happy, active and healthy kids' which

related to the FISO dimension of Positive Climate for Learning.

This included:

- Refining and continuing to implement the whole school approach to wellbeing.

To support implementation of this KIS;

- The Assistant Principal continued to lead improvement and professional learning around Positive Behaviours for Learning. Hastings PS is a Partner Respectful Relationships school in 2021 with the RRRR curriculum being delivered.

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 and tutor support through the Tutor Learning Initiative [TLI] both onsite and online. The Learning Specialist provided advice to staff about learning programs to ensure students were extended 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 2021, 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 through sharing of internal knowledge of the Learning Specialist and select 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 lower than similar schools, although there has been significant growth in the strand of Speaking and Listening in which we are performing higher than similar schools. Similarly, the percentage of students working 'at' or 'above' age expected level in Mathematics 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.

The NAPLAN was conducted using the paper-based format in 2021. The percentage of students achieving high benchmark growth in Year 5 was comparable to similar schools across all domains, with Reading, Spelling and Numeracy growth outperforming that of similar schools. Year 3 NAPLAN results within the subject of English demonstrate that the percentage of students who are high achieving is comparable to those of similar schools with the strongest results achieved in Writing and Spelling. Similarly strong results were achieved in Numeracy, in which the percentage of Year 3 students who were identified as high achieving was slightly above average for similar schools.

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. Classroom teachers all developed their practice of seeking feedback from students, collaborating with students to increase student engagement, voice and agency of their learning.

Students and families were provided with devices to ensure access to the Google Classroom platform and in 2022 our PLCs will continue to utilise the Google Slides and Classroom platforms providing opportunities to continue building student agency within the classroom.

In 2021 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' and 'state' averages. During the Remote and Flexible learning period a focus was maintained on ensuring 'communication lines' were available between families and school. Every classroom teacher contacted each family via email to ensure communication methods, class schedules and students personal login details were readily available. In Foundation to Year 2 classes it was common for a family member to sit in on virtual teaching through the WebEx platform, with classroom teachers providing opportunities for families to clarify expectations. Classroom teachers in Year 3 to 6 added parent email addresses to their Google Classroom to ensure ample opportunities for families to be involved in supporting and monitoring student learning from home. 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 and Education Support Staff made regular phone contact with vulnerable families to support access to curriculum and check-in on the wellbeing of these families. Classroom teachers monitored attendance data 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 a Positive Behaviours 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 2021, 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 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 2021 survey results show the indicators for students' Sense of Connectedness and Management of Bullying match the State average in 2021 and all remaining indicators exceed the 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.

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.

Finance performance and position

Hastings Primary School maintained a very sound financial position throughout 2021. The new strategic plan, along with the 2021 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 2021. 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 221 students were enrolled at this school in 2021, 103 female and 118 male.

4 percent of students had English as an additional language and 5 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).

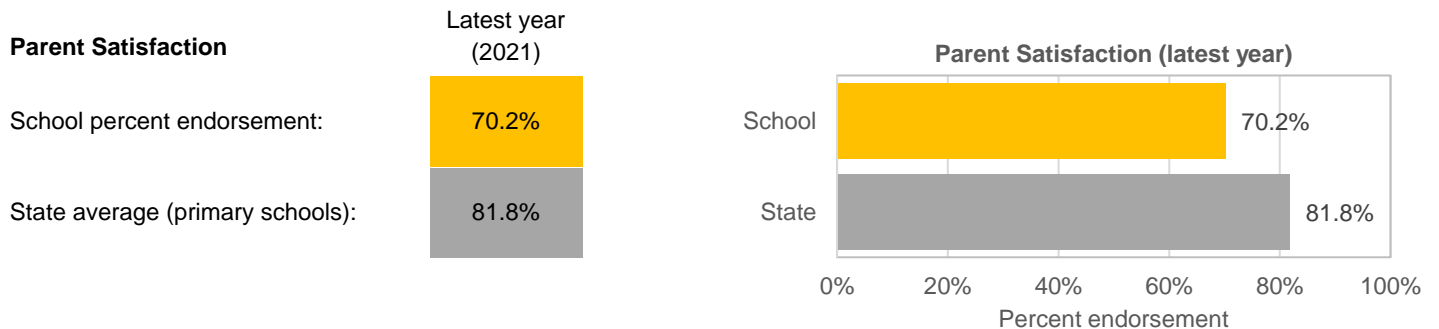
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

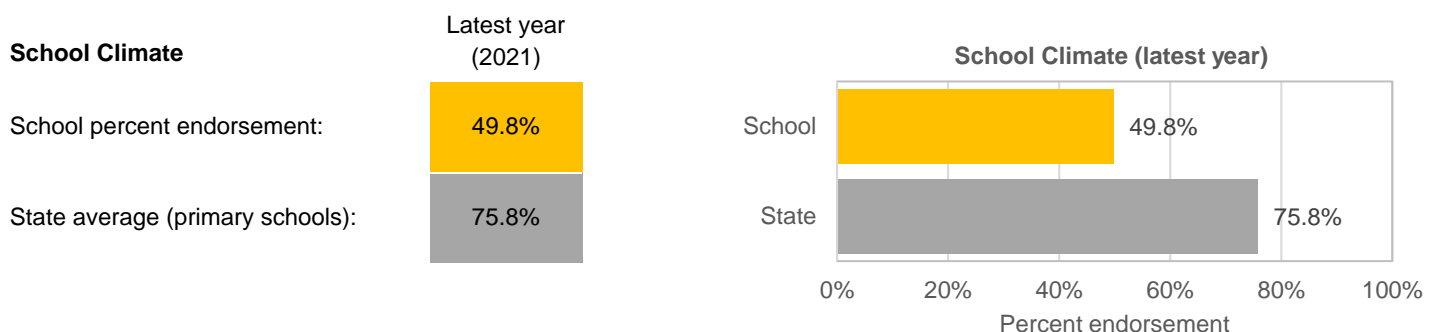


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

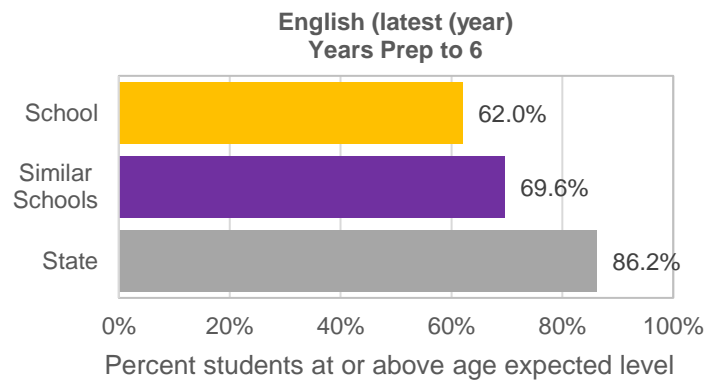
62.0%

Similar Schools average:

69.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

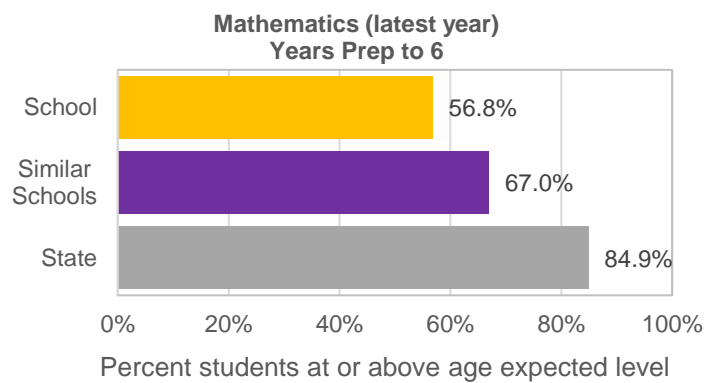
56.8%

Similar Schools average:

67.0%

State average:

84.9%



ACHIEVEMENT (continued)

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.

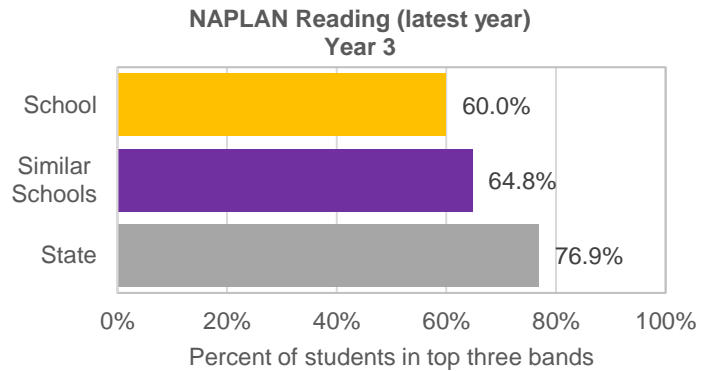
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

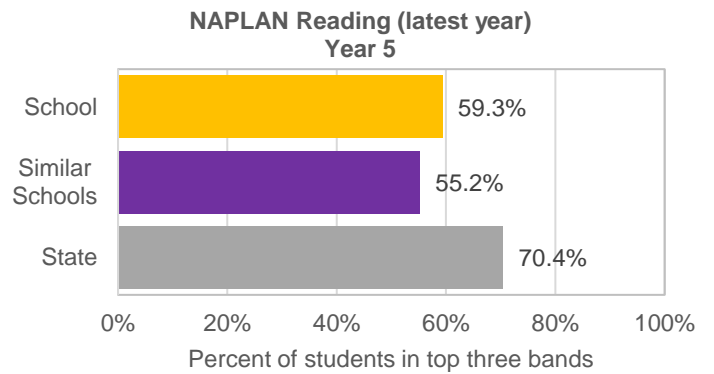
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	61.0%
Similar Schools average:	64.8%	62.7%
State average:	76.9%	76.5%



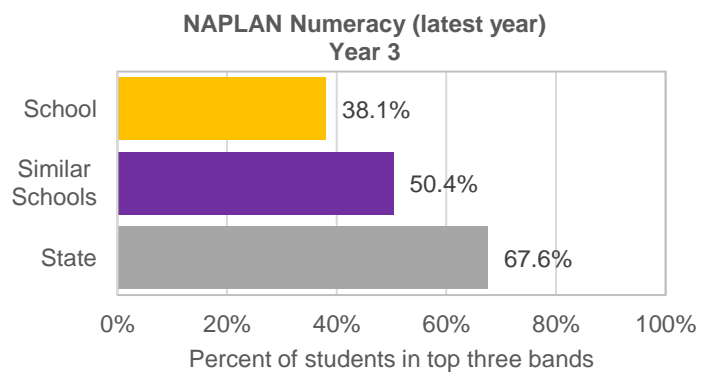
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.3%	60.0%
Similar Schools average:	55.2%	53.6%
State average:	70.4%	67.7%



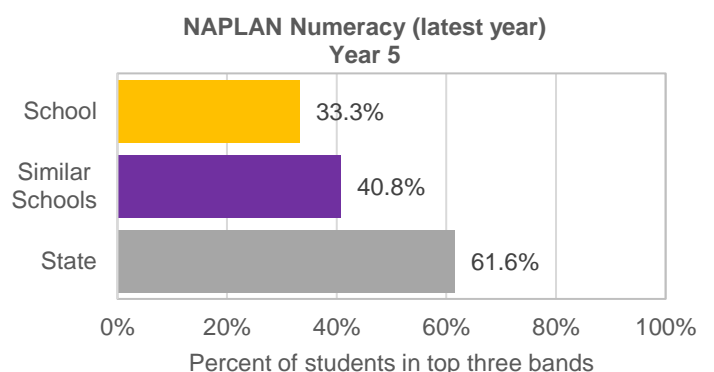
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	38.1%	38.5%
Similar Schools average:	50.4%	50.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	41.8%
Similar Schools average:	40.8%	41.1%
State average:	61.6%	60.0%



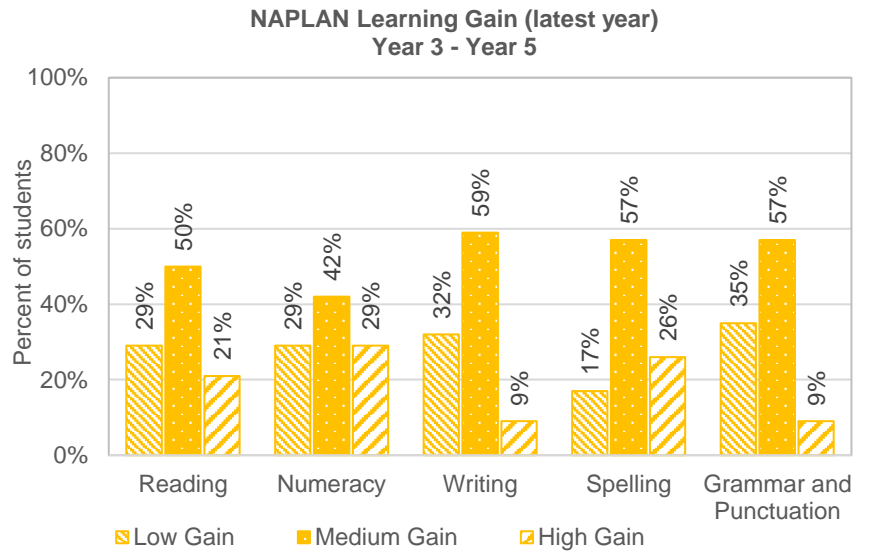
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	50%	21%	21%
Numeracy:	29%	42%	29%	22%
Writing:	32%	59%	9%	16%
Spelling:	17%	57%	26%	19%
Grammar and Punctuation:	35%	57%	9%	17%



ENGAGEMENT

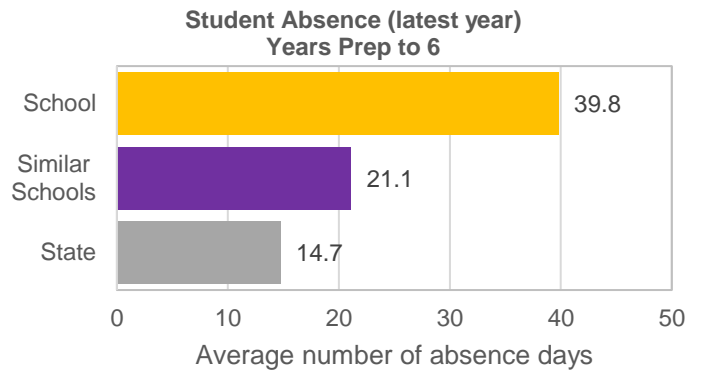
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	39.8	25.6
Similar Schools average:	21.1	18.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	81%	83%	80%	77%	82%	78%	81%

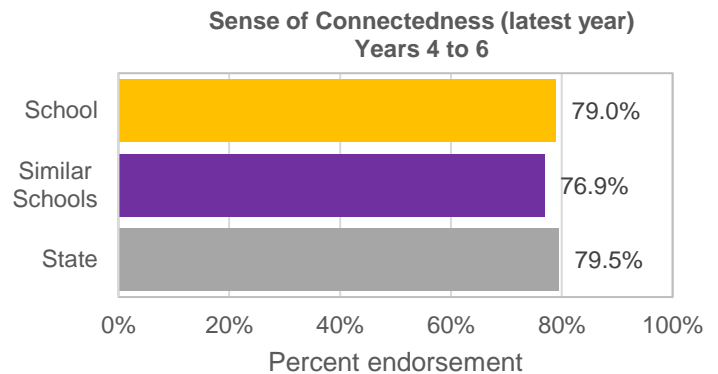
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.0%	77.6%
Similar Schools average:	76.9%	77.4%
State average:	79.5%	80.4%

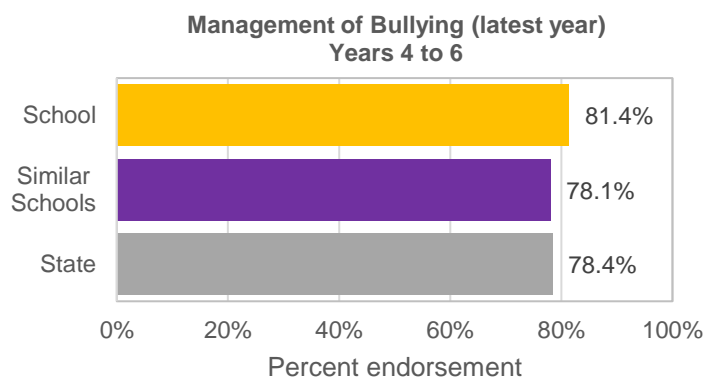


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	81.4%	77.7%
Similar Schools average:	78.1%	77.7%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,034,627
Government Provided DET Grants	\$551,285
Government Grants Commonwealth	\$6,300
Government Grants State	\$0
Revenue Other	\$7,343
Locally Raised Funds	\$126,435
Capital Grants	\$0
Total Operating Revenue	\$3,725,991

Equity ¹	Actual
Equity (Social Disadvantage)	\$581,568
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$581,568

Expenditure	Actual
Student Resource Package ²	\$2,548,883
Adjustments	\$0
Books & Publications	\$6,668
Camps/Excursions/Activities	\$12,847
Communication Costs	\$3,434
Consumables	\$35,729
Miscellaneous Expense ³	\$4,613
Professional Development	\$10,582
Equipment/Maintenance/Hire	\$74,176
Property Services	\$126,140
Salaries & Allowances ⁴	\$5,342
Support Services	\$154,584
Trading & Fundraising	\$7,631
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$11,326
Total Operating Expenditure	\$3,001,955
Net Operating Surplus/-Deficit	\$724,036
Asset Acquisitions	\$204,844

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$647,348
Official Account	\$5,534
Other Accounts	\$0
Total Funds Available	\$652,882

Financial Commitments	Actual
Operating Reserve	\$57,071
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$17,410
School Based Programs	\$125,180
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$290,000
Maintenance - Buildings/Grounds < 12 months	\$120,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$709,661

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.