

# 2022 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 of the previous calendar year 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 26 April 2023 at 12:37 PM by Simone McDonald (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2023 at 03:58 PM by Hannah Mendelson (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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### School context

Hastings Primary School is in the regional township of Hastings, on the Westernport side of the Mornington Peninsula. The school has a long and proud history of 150 years, valuing the contributions of families past and present.

The school currently has a student population of 206 as of February 2022 census, with a relatively small population of ATSI and EAL students. Levels of family mobility and transience can be high, and student numbers have declined slightly over the past two years. 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. Hastings Primary 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 who were able to return after pandemic restrictions were lifted.

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. 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.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Professional Learning Communities [PLCs] met weekly with the Learning Specialist to analyse student learning evidence in Mathematics, ensuring learning experiences were targeted and at point of need. They worked through the Improvement Cycle to ensure teacher practice had positive impact on student outcomes. Approximately 70% of students were further supported through the Tutor Learning Initiative [TLI] across the year in Writing and Mathematics, offering opportunities for catch-up and extension work. Staff participated in a Curriculum Day facilitated by Love Maths expert Michael Minas, Developing and Unpacking Challenging Tasks. We then had two follow-up days, in which Love Maths provided a facilitator to model a teaching lesson for each level and meet with teams to unpack the teacher and student work. The Learning Specialist worked with recent Bastow participants, and Michael Minas to provide staff professional learning with a Mathematics focus. Staff viewed modelled lessons, were observed, and coached in using Challenging Tasks to increase student thinking in Mathematics. Students engaged with new and familiar problem-solving strategies to work mathematically to find solutions for context-based problems. Staff engaged in whole staff professional learning opportunities three times per term, through sharing of internal knowledge of the Learning Specialist and select highly experienced teaching staff.

The English team met once per term to monitor student outcomes and support teachers with collegiate professional learning. Foundation to Year 6 classes followed the Workshop Instructional Model, with teachers utilising knowledge of evidence-based approaches: Six Traits of Writing, and CAFÉ Reading to provide consistent high-quality curriculum across English.

Foundation – Year 4 classes offered Literacy Enhancement and Achievement Program [LEAP] to support core writing and reading

skill acquisition. Year 5 and 6 classes accessed TLI for literacy development and had two students participate in the Victorian High Achieving Program [VHAP] online, supported by the Learning Specialist.

Student growth was unable to be compared to state and similar schools due to no NAPLAN delivery in 2020. Teacher judgement of student achievement was measured using school-based assessments. The percentage of students working 'at' or 'above' age expected level in English is on par with similar schools, with significant strength demonstrated in Year 5 Reading.

Similarly, the percentage of students working 'at' or 'above' age expected level in Mathematics is also on par with 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, TLI Coordinator, Educational Support Staff, families, and onsite external agencies providing speech, occupational therapy, counselling advice, and student support group meetings as required for these students. Across the school, teacher judgements demonstrate that 70% of students achieved at or above the expected level of learning growth in Mathematics during the 2022 school year.

## 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 2022, 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. 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 2022 survey results show the indicators for students' 'Sense of Inclusion,' 'Differentiated Learning Challenge,' 'Effective Teaching Time,' 'Motivation and Interest,' 'Student voice and agency,' 'High Expectation for success' and 'Teacher concern,' all exceed the state, with all remaining indicators at or just below the state average.

The school's focus continues to develop positive relationships through the explicit teaching of social and emotional learning curriculum, Rights, Responsibilities & Respectful Relationships. Other, additional programs for student wellbeing include canine comprehension, equine therapy, and Drumbeat. 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. In 2022 Hastings Primary School also became a partner school with 'Real Schools' which strengthened the restorative practices process across the school. A facilitator was appointed, and she worked closely with the school to provide professional learn, mentored teachers and conducted a parent engagement session.

## 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 DE 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 the acknowledgement that 'attendance matters.' • 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 available through clear student leadership pathways across the school such as the SRC (Student Representative Council) and Year 5/6 leadership program. PLCs continue to utilise the Google Slides and Classroom platforms providing opportunities to continue building student agency within the classroom.

In 2022 the average number of student absence days at all levels was less than the 'similar' range and network for school comparison purposes.

## Other highlights from the school year

During 2022, Hastings Primary School celebrated its 150th year of providing high-quality education to the township of Hastings. To commemorate this milestone achievement the school hosted an event that brought together many past and present staff and students and community partners. During the 150th celebratory EXPO, the school hosted an historical landmarks tour, classroom tours, and both modern day school & historical school museums. Artifacts from a time-capsule were revealed and a commemorative booklet was presented to all current student families, former students, and staff. All 2022 students also created an outdoor art installation to commemorate the occasion.

After two years of Flexible and Remote learning through pandemic conditions, Hastings Primary School was able to offer our Yr3 to Yr 6 students overnight camp experiences which provided our students with valuable experiences in outdoor education, team building, leadership skills all whilst connecting to the curriculum. Our Kitchen Garden program was also re-established, and every student participates in a garden to plate program. Students plant, care for and harvest from our gardens and then use the produce to nutritious meals. Recipes are all plant-based and shared on our website. The Bike Education program was re-established with our Yr5/6 students participating in this important bike education road safety program. This program has resulted in many more students using active transport to and from school.

Hastings Primary School successfully applied for the OSHC grant and began the year providing before and after school care to our families. This service has meant that families utilising the service are able to enter/re-enter the workforce or pursue other avenues. Another successful grant application for shade sails has created an outdoor learning space that teachers and students utilise for a variety of learning experiences. Two significant community partnerships with Bunnings and Lord Somers Camp were established and created two special garden areas for students to enjoy.

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## Financial performance

Hastings Primary School maintained a sound financial position throughout 2022. The strategic plan, along with the 2022 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 2022.

The school receives generous Equity Funding, which contributed towards the employment of an Assistant principal, Learning Specialist, Speech and Occupational Therapists. 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 2.0 (FISO 2.0).

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 206 students were enrolled at this school in 2022, 93 female and 113 male.

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

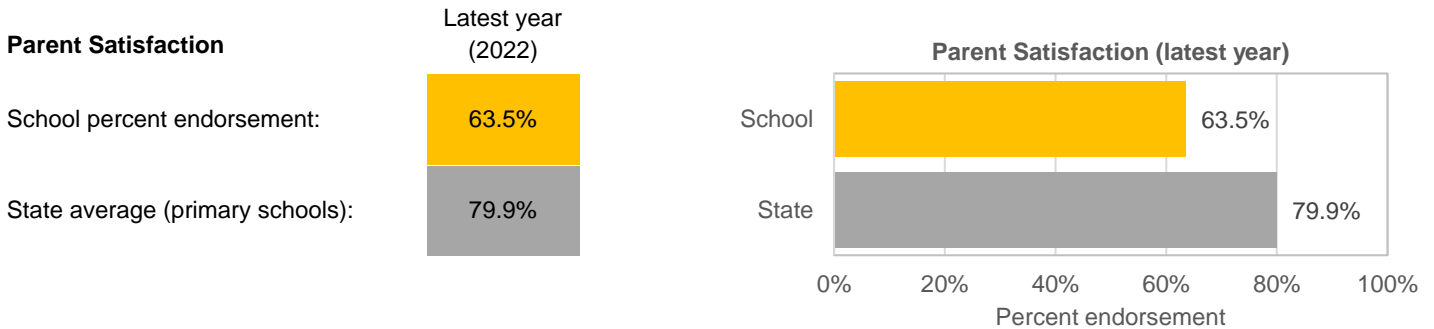
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

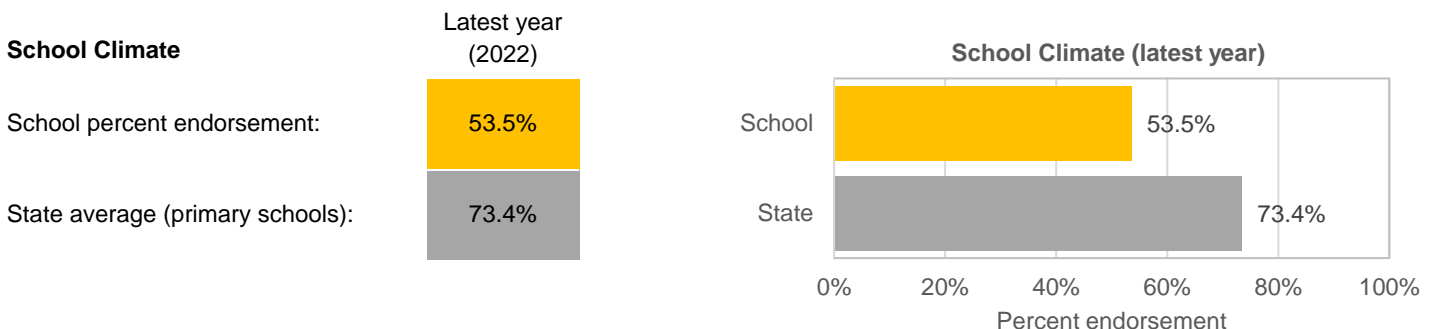


### School Staff Survey

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.





## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

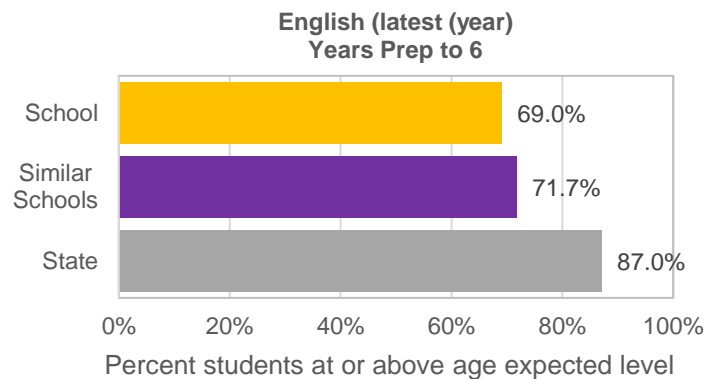
69.0%

Similar Schools average:

71.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

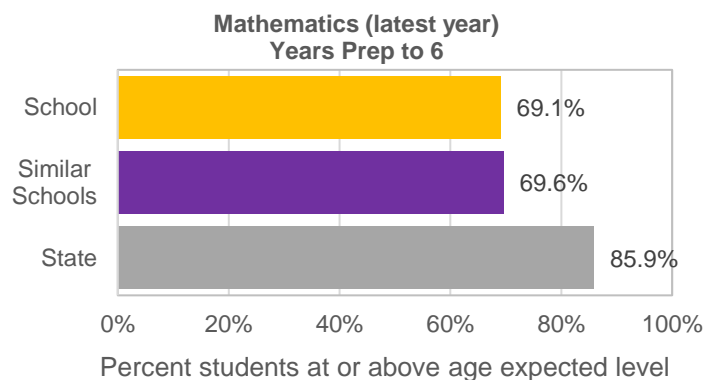
69.1%

Similar Schools average:

69.6%

State average:

85.9%





## LEARNING (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.

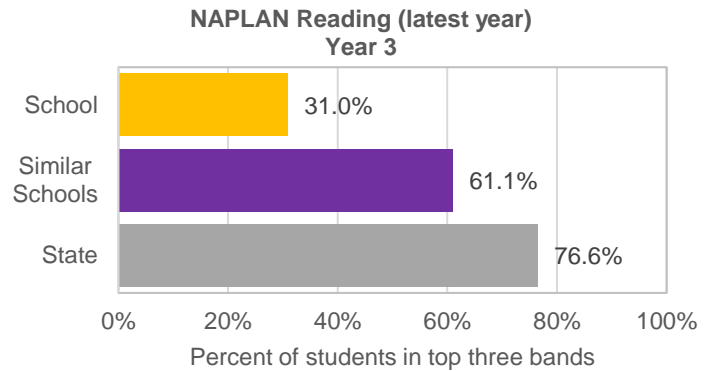
### NAPLAN

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 2019, 2021 and 2022 data.

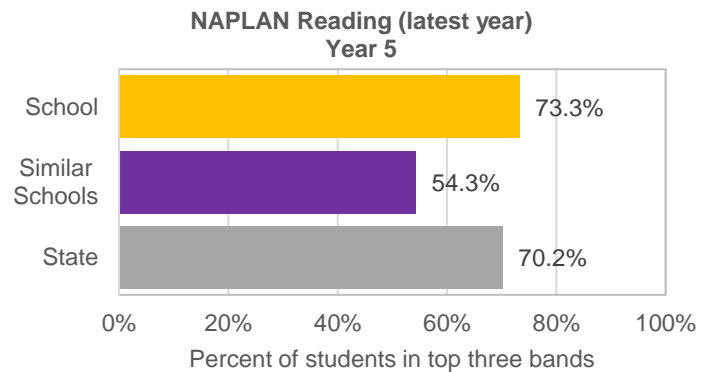
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	31.0%	49.4%
Similar Schools average:	61.1%	61.6%
State average:	76.6%	76.6%



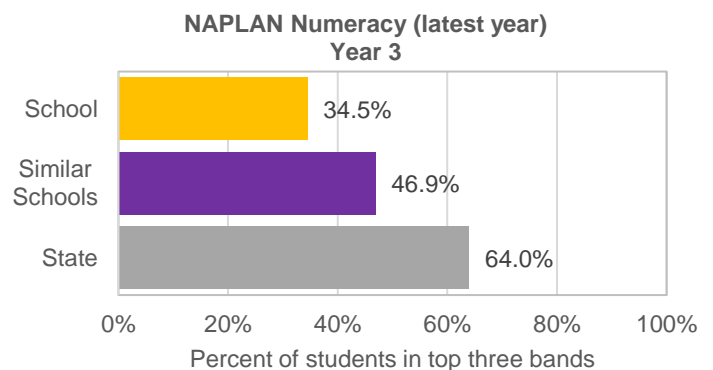
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	64.1%
Similar Schools average:	54.3%	54.8%
State average:	70.2%	69.5%



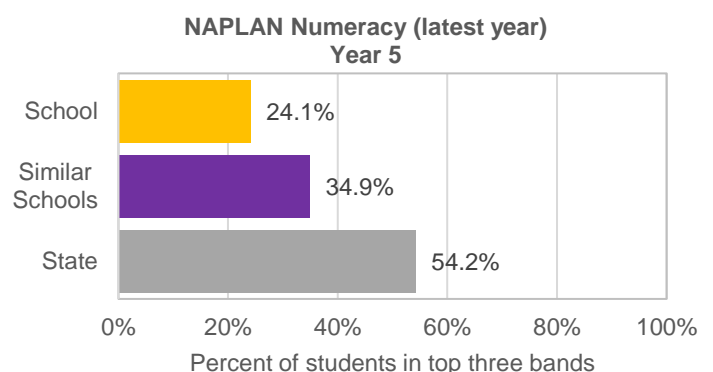
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.5%	35.4%
Similar Schools average:	46.9%	48.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	24.1%	34.2%
Similar Schools average:	34.9%	39.9%
State average:	54.2%	58.8%



## WELLBEING

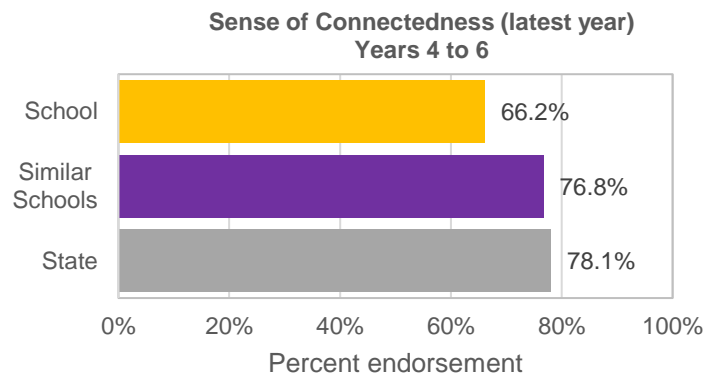
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	66.2%	74.2%
Similar Schools average:	76.8%	77.6%
State average:	78.1%	79.5%

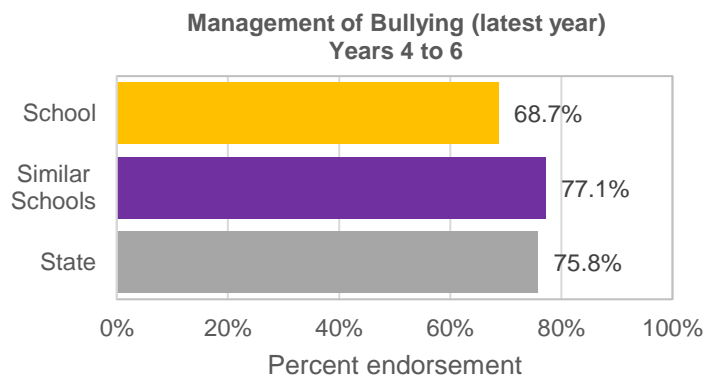


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	68.7%	76.0%
Similar Schools average:	77.1%	78.5%
State average:	75.8%	78.3%



## ENGAGEMENT

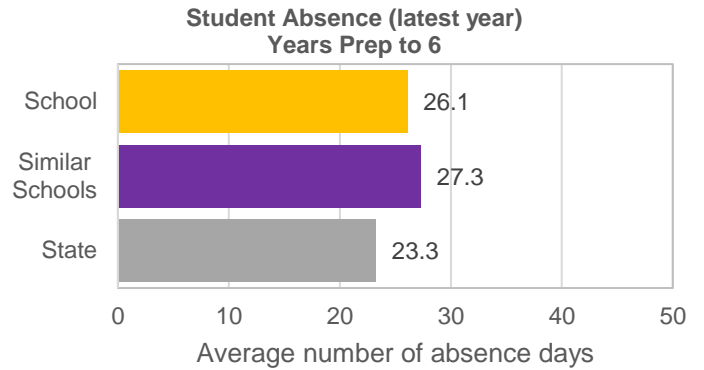
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.1	27.9
Similar Schools average:	27.3	21.6
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	88%	89%	88%	86%	88%	82%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,076,423
Government Provided DET Grants	\$729,827
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$15,621
Locally Raised Funds	\$95,033
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,922,004</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$585,257
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$585,257</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,619,246
Adjustments	\$0
Books & Publications	\$2,678
Camps/Excursions/Activities	\$22,982
Communication Costs	\$3,679
Consumables	\$34,378
Miscellaneous Expense <sup>3</sup>	\$13,733
Professional Development	\$12,362
Equipment/Maintenance/Hire	\$89,313
Property Services	\$85,205
Salaries & Allowances <sup>4</sup>	\$1,494
Support Services	\$310,748
Trading & Fundraising	\$16,688
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,551
<b>Total Operating Expenditure</b>	<b>\$3,233,057</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$688,947</b>
<b>Asset Acquisitions</b>	<b>\$119,805</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$766,823
Official Account	\$576
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$767,399</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$89,470
Other Recurrent Expenditure	\$3,906
Provision Accounts	\$0
Funds Received in Advance	\$105,000
School Based Programs	\$161,980
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	\$350,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$120,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$830,356</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.*