

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 March 2025 at 09:57 AM by Simone McDonald (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 March 2025 at 09:57 AM by Simone McDonald (Principal)

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 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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program '[Results and Reports](#)' page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

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 over 150 years, valuing the contributions of families past and present.

The school currently has a student population of 183 as of the February 2024 census, with a relatively small population of ATSI and EAL students. Levels of family mobility and transience can be high, and while the February census remained stable, enrolment declined over the year.

The School Strategic Plan 2023 – 2027 was developed mid-2023 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 dedicated, albeit small, team 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 positively impact student learning growth and outcomes.

The school aligns closely with the Early Years providers in the town of Hastings to support early years' school transition. 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. While our current group of volunteers is small, their contribution is mighty and deeply valued.

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 maintains a close working relationship with allied health providers, including speech pathology, occupational therapy, and a paediatric clinic.

Hastings Primary School has made a significant commitment to supporting and nurturing 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 the 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 to support student well-being.

Progress towards strategic goals, student outcomes and student engagement

Learning

At Hastings Primary School teacher met as Professional Learning Communities [PLCs] with Instructional Leaders facilitating the meetings and a Principal or Assistant Principal in attendance to support the analysis of student learning evidence in Mathematics and English. The School Improvement Team [SIT] and the Instructional Leaders worked through an inquiry cycle to determine future staff development and monitor the progress of at-risk student groups determined through multiple data points. Across the year Learning Walks were conducted to provide feedback to staff on consistent lesson delivery. Professional Learning was also provided in response to the Learning Walks to increase consistency in high impact teaching practice. Staff participated in a Curriculum Day facilitated by the Education Improvement Leader [EIL], in which teams reached an agreement for implementing Daily Review in Mathematics and they were also guided to map the Mathematics Curriculum V2.0. This work ensured student learning experiences were targeted at point of need and teachers implemented researched and evidence based best practices.

The student achievement data for 2024 yielded exceptionally favourable results:

- In 2024 the Progressive Achievement Tests [PAT] results demonstrated that our average student achievement in Mathematics outscored similar schools in years 1,2, 5 and 6, while years 3 and 4 matched similar schools. These results were consistent with NAPLAN data for years 3 and 5.
- In 2024 the Progressive Achievement Tests [PAT] results demonstrated that our average student achievement in Reading outscored similar schools in years 2, 3, 4, 5 and 6. The Year 5 average student achievement matched that of the state, and the Year 6 average student achievement outscored the state average. These results suggest above average improvement for Year 3 students from their NAPLAN results in Term 1. NAPLAN data for Year 5 showed consistent and expected improvement.

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

Wellbeing

Hastings Primary School uses a positive behaviour framework to provide a high level of care and support for our community. In 2024 the school introduced a safe and orderly environment to complement the existing school wide positive behaviour expectations. As part of this, school-wide routines were implemented and a whole school cue to start was established. Behaviour routines promote high expectations and create consistency. Predictable, consistent routines from F-6, to eliminate low level behaviours and optimise the learning environment, fostering a positive learning environment because the same rules apply to everyone, and no-one is discriminated against or favoured.

Teachers continued to explicitly teach a social and emotional learning curriculum, including the Resilience, Rights and Respectful Relationships framework and staff undertook the Berry Street Take Two Trauma Informed CaRE training as part of the Victorian Schools Mental Health Funding.

The 2024 attitudes to school survey results show our students increase from 67% in 2023 to 78% in 2024 not experiencing bullying and the management of bullying from 57% in 2023 increased to 72% in 2024. Student sense of connectedness has also increased by 3%. Student pulse checks were introduced to find out 'the why' behind the data from the survey to effectively future plan.

Engagement

Hastings Primary School students are engaged and supported to attend school every day. There are many programs used to build and sustain student engagement, beginning with 'Brekky Club' every morning. We have a safe and orderly learning environment and use the Berry St. model to welcome our students in the classroom, beginning with morning circles in classrooms. Throughout 2024, our students were provided with the opportunity to engage in and access a variety of programs and activities including: Canine Therapy, Equine Therapy, Drumbeat, Rhythm to Recovery, Lunchtime clubs, Shed 11 connection, representing their class on the SRC (Student Representative Council) from F-6 to have their voice heard, Year 6 leadership group and a Koorie Kids Club.

In 2024 the average number of student absence days for Prep-Year 6 students was less than the similar schools, network and state average. We acknowledge that attendance matters, and many strategies were used to promote attendance. The fortnightly newsletter included articles related to attendance for families to read, an H.P.S attendance flow chart is used by teachers, contact to families whose student absence is unexplained and attendance 'health checks' were completed by teachers. Attendance action plans were created for students of concern. We continue to have high expectations for our students and engage parents in their child's learning.

Other highlights from the school year

Hastings Primary School continues to provide a high-quality before and after school care program for our families. This program offers a safe, nurturing, and enriching environment, ensuring that children are well-supported outside of school hours. By maintaining a reliable and engaging service, we enable parents to confidently pursue career opportunities and other commitments, knowing their children are in capable hands. Our dedication to this program reflects our broader commitment to fostering the holistic development and well-being of our students.

Hastings Primary School provided overnight camp experiences for our Year 3 to Year 6 students. These enriching adventures immerse students in outdoor education, fostering essential skills in teamwork, leadership, and resilience—all seamlessly integrated with our curriculum. These experiences offer a valuable opportunity for students to disconnect from the digital world,

strengthen their sense of camaraderie, and engage in meaningful exploration, enhancing their overall educational journey.

The school also utilises its incredible outdoor spaces to support a Bike Education program, helping students develop confidence and road safety awareness. Additionally, students have the opportunity to participate in the Sir Hubert Opperman Bicycle Challenge, further enhancing their cycling skills and fostering a love for physical activity and outdoor adventure.

Financial performance

Hastings Primary School maintained a sound financial position throughout 2024. The strategic plan, along with the 2024 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 resulted from generous community grants, philanthropic donations, DET initiatives, and targeted teaching areas in 2024.

The school receives Equity Funding, which contributed towards the employment of an Assistant Principal, and 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 181 students were enrolled at this school in 2024, 81 female and 100 male.

7 percent of students had English as an additional language and 11 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).

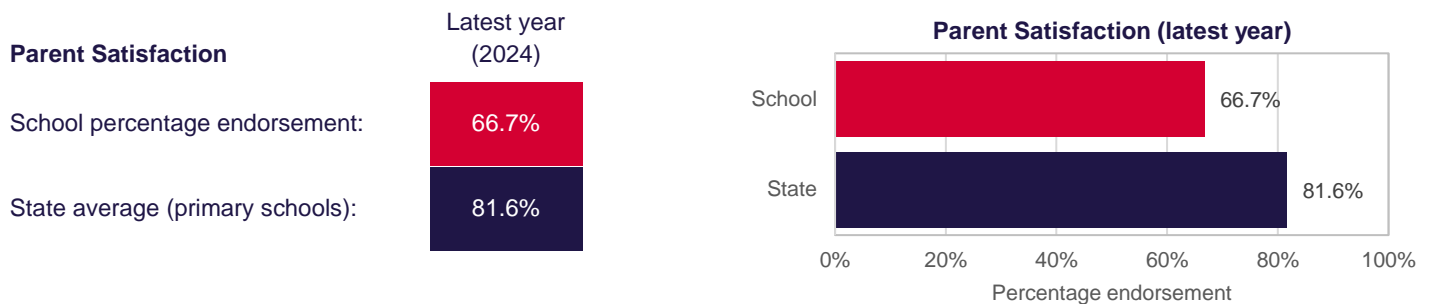
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **High**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

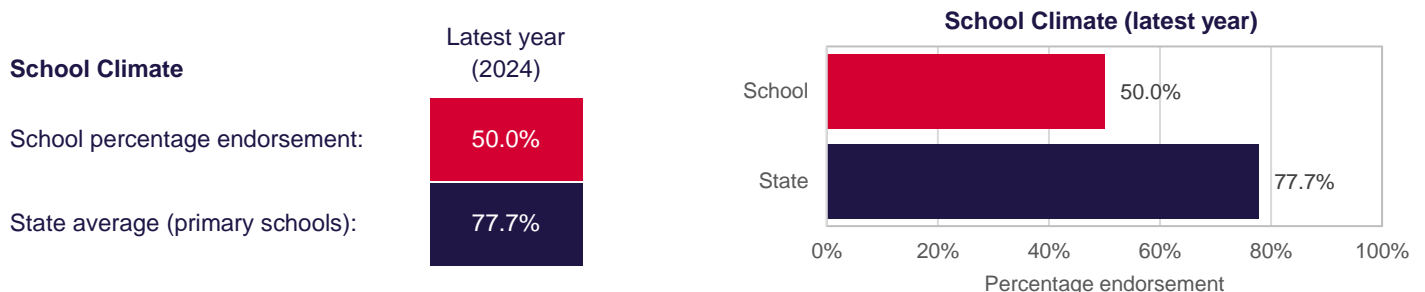


School Staff Survey

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.

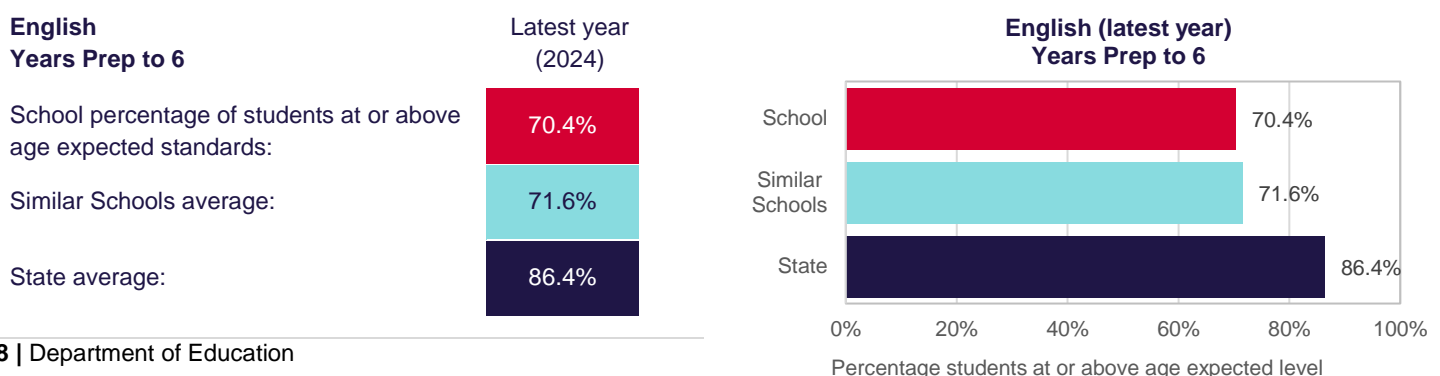


LEARNING

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 against the Victorian Curriculum

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



Mathematics
Years Prep to 6

School percentage of students at or above
age expected standards:

Latest year
(2024)

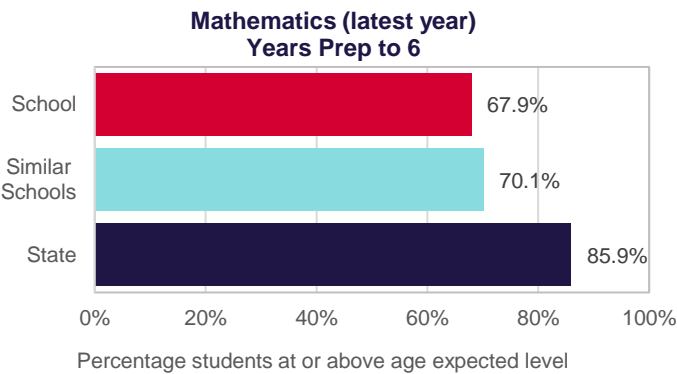
67.9%

Similar Schools average:

70.1%

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.

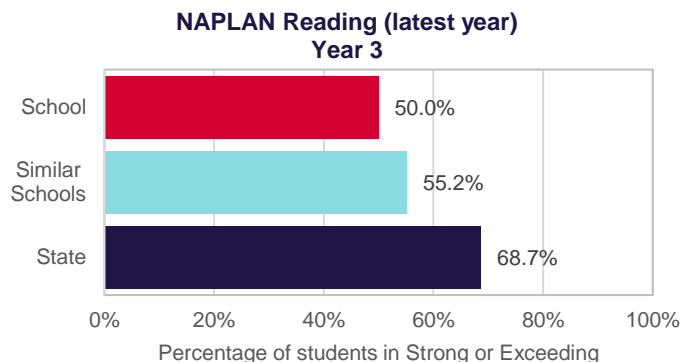
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

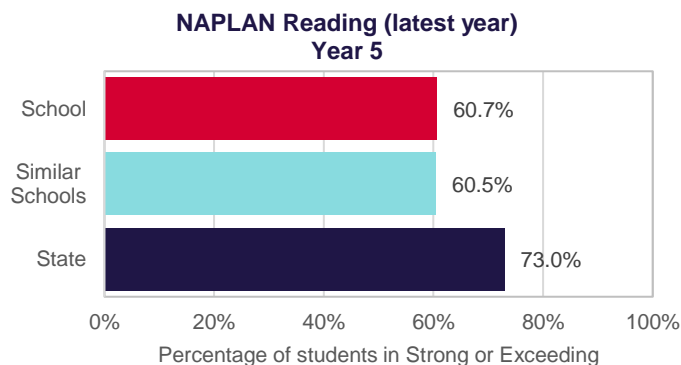
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	34.6%
Similar Schools average:	55.2%	54.9%
State average:	68.7%	69.2%



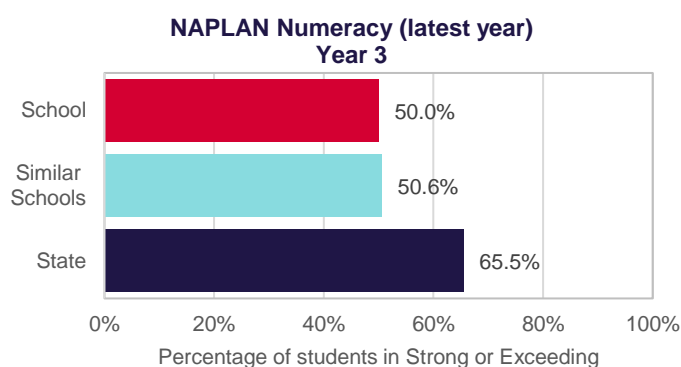
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.7%	61.8%
Similar Schools average:	60.5%	62.0%
State average:	73.0%	75.0%



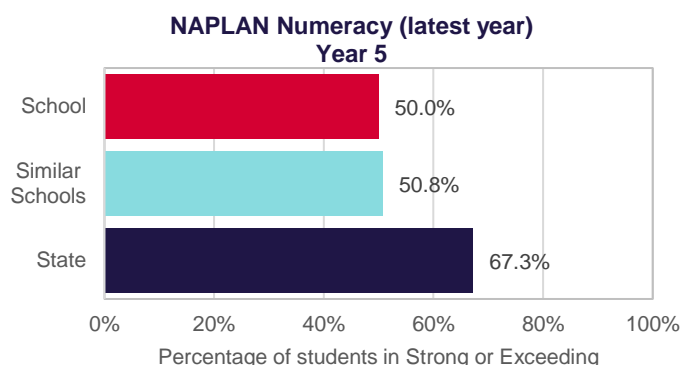
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	48.0%
Similar Schools average:	50.6%	51.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	52.7%
Similar Schools average:	50.8%	49.4%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

31.0%

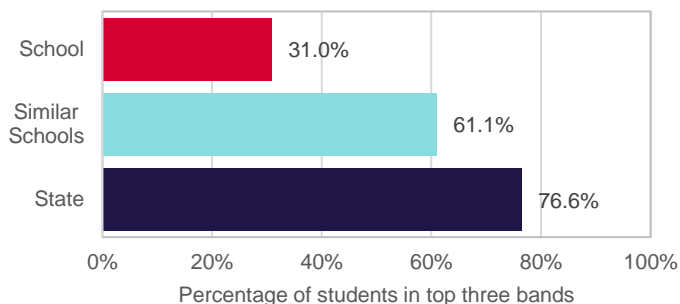
Similar Schools average:

61.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.3%

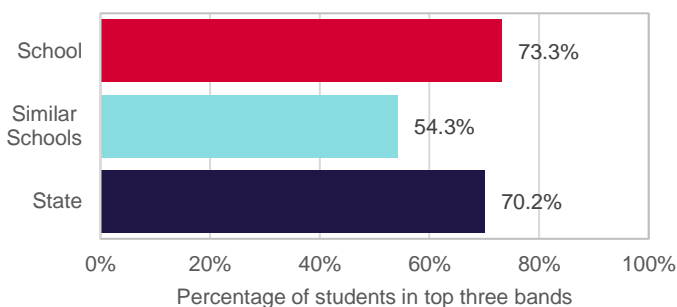
Similar Schools average:

54.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

34.5%

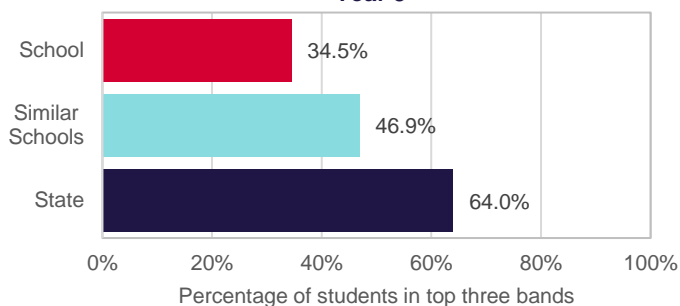
Similar Schools average:

46.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

24.1%

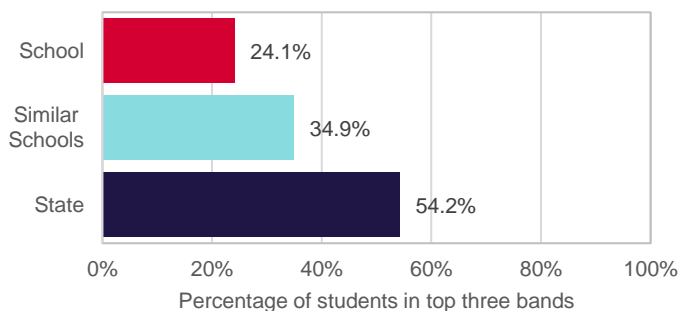
Similar Schools average:

34.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

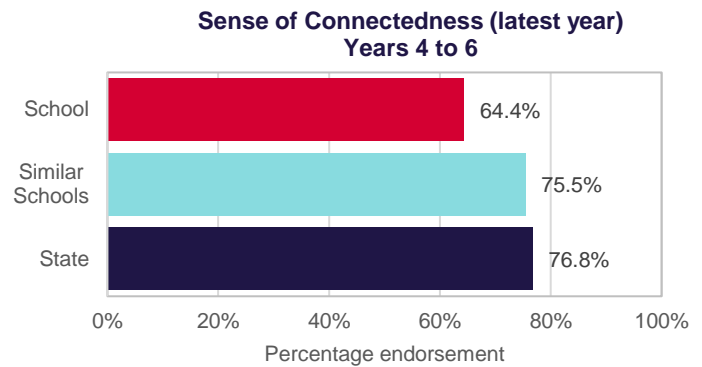
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	64.4%	67.9%
Similar Schools average:	75.5%	75.6%
State average:	76.8%	77.9%

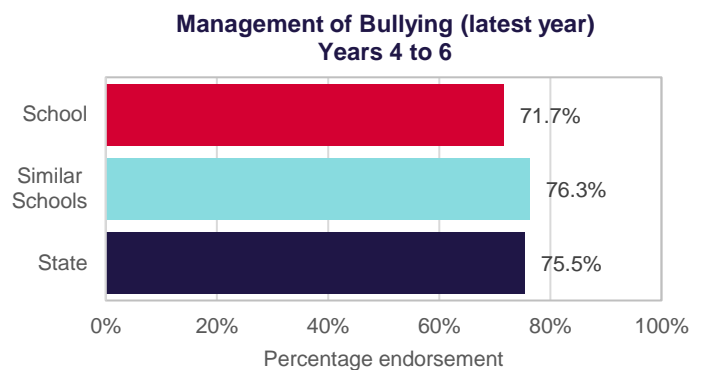


Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	71.7%	70.1%
Similar Schools average:	76.3%	76.5%
State average:	75.5%	76.3%

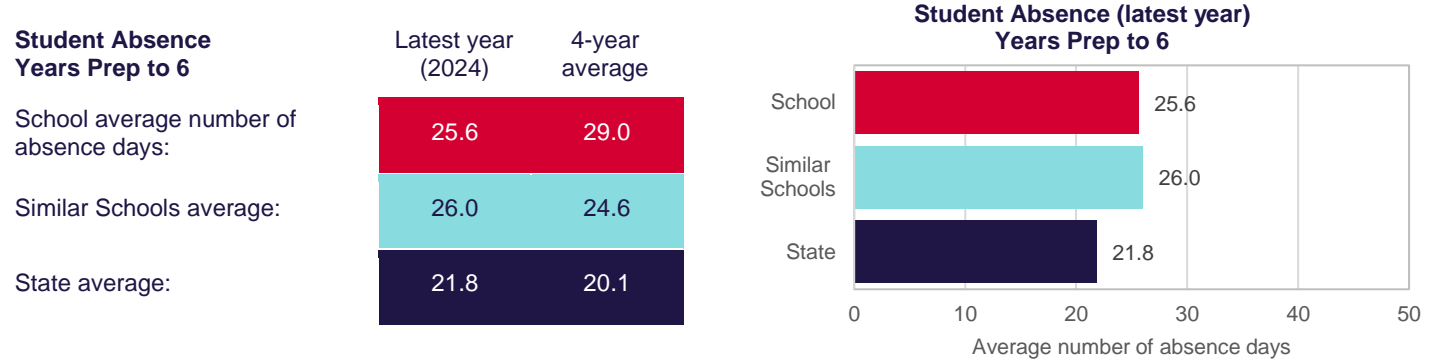


ENGAGEMENT

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.



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 (2024):	90%	85%	86%	88%	87%	89%	84%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,498,715
Government Provided DET Grants	\$521,699
Government Grants Commonwealth	\$6,584
Government Grants State	\$0
Revenue Other	\$57,735
Locally Raised Funds	\$110,459
Capital Grants	\$0
Total Operating Revenue	\$3,195,191

Equity ¹	Actual
Equity (Social Disadvantage)	\$446,967
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$446,967

Expenditure	Actual
Student Resource Package ²	\$2,580,400
Adjustments	\$0
Books & Publications	\$647
Camps/Excursions/Activities	\$27,133
Communication Costs	\$4,411
Consumables	\$33,983
Miscellaneous Expense ³	\$5,101
Professional Development	\$19,400
Equipment/Maintenance/Hire	\$47,476
Property Services	\$78,221
Salaries & Allowances ⁴	\$10,859
Support Services	\$284,406
Trading & Fundraising	\$11,457
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,037
Total Operating Expenditure	\$3,124,531
Net Operating Surplus/-Deficit	\$70,660
Asset Acquisitions	\$77,012

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$849,503
Official Account	\$56,140
Other Accounts	\$0
Total Funds Available	\$905,643

Financial Commitments	Actual
Operating Reserve	\$91,567
Other Recurrent Expenditure	\$5,798
Provision Accounts	\$0
Funds Received in Advance	\$79,016
School Based Programs	\$3,822
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$34,488
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$25,549
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$208,000
Maintenance - Buildings/Grounds > 12 months	\$200,000
Total Financial Commitments	\$798,240

All funds received from the Department of Education, 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.