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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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.
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| Attested on 16 May 2018 at 10:50 AM by Nigel Holloway (Principal) |

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| * 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 Regulation 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 2017 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.
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| Attested on 21 May 2018 at 03:12 PM by Peter Grivas (School Council President) |

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| **2017 Annual Report tothe School Community** |

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| **About Our School** |

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| School Context |

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| Hamlyn Banks Primary School is situated in North-Western Geelong, in the suburb of Hamlyn Heights. Our motto "Reaching New Heights Together" drives our work in all aspects of our learning community. Our school values, BE SAFE, BE RESPONSIBLE and BE A LEARNER are at the center of our work and support our children to make informed decisions about both their behavior and learning. The school uses the Restorative Practices Framework to support students to be their personal best at all times. In 2017, the school had 19 classes operating including; 3 Prep classes, 3 Year 1 classes, 3 Year 2 classes, 5 Year 3/4 classes and 5 Year 5/6 classes. From Prep to Year 2 the average class size was 19.33 children and from Year 3 to Year 6 average class size was 23.9 children. The staffing profile included a balance of experience among staff, with many experienced teachers through to teachers in the early stages of their careers, 2 full time Principal Class Officers, 1 full time Leading Teacher, 14.1 Classroom Teacher Range 2 and 8.4 Classroom Teacher Range 1 staff. In addition there was 3.95 FTE Integration Aides and 2.0 FTE administration staff. This balance contributed to the culture at our school with teachers working closely together in Professional Learning Teams to maintain the school’s strong academic intent. In 2017 there was a very small number of children in the LBOTE category and 15 ATSI children. 18.85 children qualified for the Program for Students with Disabilities program. The school’s Student Family Occupation (SFO) was .5345 and the Student Family Occupation and Education (SFOE) was .4770. Enrolment continued to grow from 317 children in 2010 to 411 children in 2017, with a relatively even spread of boys and girls enrolled at each year level. The school continued with a balanced focus on student wellbeing and academic achievement, supported by strong connections with the school community. Our curriculum program addressed all of the content in the Victorian Curriculum, and was planned by our teams of educators during Professional Learning Team meetings. All children engaged in units of inquiry, developing problem solving and critical thinking skills. In addition to the classroom teaching and learning programs we offered four specialist subjects including Visual Arts, Performing Arts, Physical Education and LOTE (Chinese). Our school continued to offer a Bring Your Own Device (BYOD) program in the senior school and provided a range of ICT tools to children in the early years of schooling. The use of digital resources is embedded across the curriculum and we have made a commitment to our children being digitally literate, safe and responsible users of digital technologies. The school continued to develop its focus on student leadership and ownership across the school. This was evident through our Student Leadership Team, Junior School Council, buddies program, debating program and student lead activities. The school offered a Language Support Program, Social Skills Groups and a Student Wellbeing Officer that worked part time providing support and guidance as required. 2017 saw a continued commitment to our teacher improvement program, through instructional coaching delivered by our full time teaching and learning coach.  |

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| Framework for Improving Student Outcomes (FISO)  |

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| During 2017 our school’s Framework for Improving Student Outcomes (FISO) priorities and initiativeswere: **1. Building Practice Excellence in Teaching and Learning.**  Funding and time was allocated to developing teacher knowledge of effective teaching in both Spelling and Writing. These areas were selected as NAPLAN data indicated the number of students making high growth in Writing decreased and the number of students making low growth had not decreased. However, this was not reflected by Teacher Judgement. As a school we sought to understand why this discrepancy had occurred. 2017 saw staff engage in a full curriculum day of professional learning with Di Snowball and each classroom teacher was provided a copy of a whole school mentor text, Spelling. This was followed up in Professional Learning Teams. Staff continued to build on and deepen knowledge of the 6+1 traits of writing. Funds were invested to run Peer Observations that enabled teachers to observe and reflect on each other’s practice. All teachers participated in a Learning Walk with a focus on goal setting in classrooms. In 2018, all staff will engage with Instructional Coaching to improve their teaching practice, all staff will have a High Impact Teaching Strategy as a focus of their Professional and Development Plan and School Improvement Teams will be introduced to empower teachers to lead whole school improvement efforts.**2. Curriculum Planning and Assessment.** A new curriculum was recently introduced to Victorian Government schools and needed to be understood and implemented with rigor. 2017 saw teams of teachers work collaboratively to develop Proficiency Scales in mathematics that clearly capture the essential skills, knowledge and understandings that children must demonstrate. These Proficiency Scales were then utilised to report to parents in an ongoing manner, ensuring families were informed of how their child was progressing in their learning. The data gathered was analysed by teaching teams and this analysis informed curriculum planning. Teaching and learning programs became increasingly responsive to student learning needs and planning focused on individual student’s learning needs. Staff also engaged in professional learning about and use of Mappen, a tool that provides rich units of inquiry. Mappen also acts as a curriculum Mapping tool that aims to ensure all areas of the curriculum are covered from Prep to Year 6. Staff collaboratively planned learning experiences and tracked curriculum coverage. This resulted in a whole school curriculum map, or Guaranteed and Viable Curriculum.In 2018, all staff will work in Professional Learning Teams to collaboratively analyse student learning data, and to plan curriculum experiences that will meet the needs of all students. We will review and update the Whole School Assessment plan to ensure we are regularly checking in on and tracking students learning growth and areas for improvement. |

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| Achievement |

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| Hamlyn Banks Primary School has been focused on improving student achievement in all areas of the curriculum in 2017, and completed some significant professional learning and development in order to improve student achievement moving forward. In 2017 staff worked with Di Snowball (consultant) to build on their knowledge of spelling. The 2017 Achievement goal was to improve learning growth of all students in both Literacy and Numeracy.Our teacher assessed Victorian Curriculum average from Prep – 6 results at the end of 2017 were:

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|  | **A**More than 12 months above expected level | **B**6 or 12 months above expected level | **C** At expected level | **D** 6 or 12 months belowexpected level | **E**More than 12 months below expected level |
| Reading & Viewing | **0%** | **36.79%** | **52.68%** | **8.83%** | **1.70%** |
| Writing  | **0%** | **14.51%** | **71.61%** | **11.44%** | **2.44%** |
| Number & Algebra | **0%** | **19.10%** | **73.18%** | **6.36%** | **1.26%** |

Learning Growth from Year 3 to Year 5 as indicated by NAPLAN in 2017 indicates:

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|  | **Reading** | **Writing** | **Numeracy** |
| **2017** | 17% of students made high growth, compared with 21% of students in similar schools. | 8% of students made high growth, compared with 21% of students in similar schools. | 31% of students made high growth, compared with 21% of students in similar schools.  |
| **2015 – 2017 Average** | 20% of students made high growth, compared with 21% of students in similar schools.This places us as the 20th highest performing school out of the 41 similar schools, for the number of students making high growth between 2015 and 2017. This result places us as ‘similar’ in terms of the 3 year average growth.  | 13% of students made high growth, compared with 21% of students in similar schools.This places us as the 3rd lowest performing school out of the 41 similar schools, for the number of students making high growth between 2015 and 2017. This result places us ‘well below’ in terms of the 3 year average growth.  | 27% of students made high growth, compared with 20% of students in similar schools. This places us as the 5th highest performing school out of the 41 similar schools, for the number of students making high growth between 2015 and 2017. This result places us ‘well above’ in terms of the 3 year average growth.  |

Our 2017 NAPLAN results, when compared to National Minimum Standard, showed that:

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|  | ABOVE national minimum standard | AT national minimum standard | BELOW national minimum standard |
|  | **Yr 3** | **Yr 5** | **Yr 3** | **Yr 5** | **Yr 3** | **Yr 5** |
| **Reading & Viewing** | 92.72% | 72.33% | 7.27% | 23.40% | 0% | 4.26% |
| **Writing**  | 88.88% | 80.95% | 11.11% | 9.52% | 0% | 9.52% |
| **Numeracy** | 89.09% | 82.98% | 10.91% | 12.77% | 0% | 4.26% |

Our 2017 NAPLAN results, when looking at our highest and lowest performing students, showed that:

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|  | **Reading** | **Writing** | **Numeracy** |
| Year 3 | The number of students achieving in the top 2 bands increased from 23% in 2016 to 42% in 2017. The number of students performing in the bottom 2 bands reduced from 22% in 2016 to 7% in 2017.  | The number of students achieving in the top 2 bands increased from 27% in 2016 to 37% in 2017. The number of students performing in the bottom 2 bands decreased from 16% in 2016 to 11% in 2017.  | The number of students achieving in the top 2 bands increased from 13% in 2016 to 22% in 2017. The number of students performing in the bottom 2 bands reduced from 29% in 2016 to 11% in 2017.  |
| Year 5 | 22% of students achieved in the top 2 bands, compared with the 34% mean for similar schools. The number of students performing in the bottom 2 bands decreased from 31% in 2016 to 26% in 2017.  | 5% of students achieved in the top 2 bands, compared with 12% mean for similar schools. The number of students performing in the bottom 2 bands reduced from 20% in 2016 to 18% in 2017.  | 18% of students achieved in the top 2 bands, compared with 23% mean for similar schools. The number of students performing in the bottom 2 bands reduced from 20% in 2016 to 16% in 2017.  |

During 2017 Hamlyn Banks continued to develop staff capacity in teaching through professional learning, coaching and the introduction of Professional learning Teams. This is all work that will continue into 2018. **The HBPS staff have embraced the need for a sense of urgency around continuing to improve student learning outcomes through accurate assessment, high quality instruction, quality feedback and time on task.**All students with program support disability funding showed progress at satisfactory or above levels in relation to individual goals. |

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| Engagement |

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| In 2017, Hamlyn Banks Primary School continued to develop and implement the whole school values of Be Safe, Be Respectful and Be a Learner. This was supported by the continued use of a behaviour matrix developed in 2016. We are very proud that the Student Attitudes to School Survey continues to indicate positive responses from students. 93% of students reported feeling safe at school and 86% of students indicated that they feel confident as learners. 95% of students reported that they believe their teachers have high expectations for their success and 88% indicated that they believed teaching time was used effectively. In 2017, we had a 92 % attendance rate. This represents a decrease in attendance for students at our school. The percentage of Unexplained Absences has decreased for all year levels, meaning processes introduced to track and follow up on absences have had a positive effect on reasons being provided. However, the average number of days absent from school has increased for 5 out of 7 year level groups. This is an area of concern and will be a focus in 2018 as we know that days away from school have a detrimental impact on learning outcomes. 13% of our students had 30+ days away from school. This equates to 6 weeks of learning time missed. Family Holidays had a significant impact on our attendance data. We will continue to promote ‘It’s not okay to be away!’ In 2017, the school committed its equity funding to employing staff to deliver the Levelled Literacy Intervention Program across the school. Equity funding also supported the employment of our part time Wellbeing Officer. The Program for Students with Disabilities supported 19 students. This included providing 1:1 support staff for students, group programs, student support group meetings to develop Individual Learning Support Plans, Recess Club and staff Professional learning. Support from the Geelong English Language Centre was accessed for new students arriving from non-English speaking countries and additional support and assessment was accessed from our Network Support Staff as required.Parent Opinion Survey data indicated that 83% of parents were satisfied with the school overall. 93% of parents surveyed believed that teachers at the school had high expectations for their child/ren and 85% of parents believed the school consistently promoted positive behavior. |

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| Wellbeing |

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| Hamlyn Banks Primary School continued to maintain a strong transition program into, between year levels, and from the school. The school has continued to maintain strong links with the local kindergartens. The school’s kindergarten to Prep transition program ensures children are familiar with the school and transition smoothly into their new learning environment. The program features classroom visits to specialist teaching areas, parent information sessions and visits to classrooms. Prep students are paired with a Year 5 and Year 6 buddy who assists them with their induction into our school. Transition between levels in the school included time where children worked with their next teacher and grade. Staff completed learning snapshots and student discussions to facilitate the sharing of information between teachers. Our Year 6 transition prepared students for secondary school through assisting with applications and the facilitation of shared events with secondary schools in the area. Selected students worked with an ESS to do additional group work and extra transition visits to their nominated secondary school. Our 2017 exiting students enrolled at a range of local government, Catholic and Independent schools. A transition coordinator builds strong links to regional secondary schools where student information was shared. The Year 6 graduation ceremony was a celebration of each student's growth and achievements during their time at our school.Our Student Wellbeing Program consisted of a part time Wellbeing Officer, providing additional in-school support for students with a range of challenges. The Wellbeing Officer also provided links between local agencies and families. In addition, a large number of students accessed support through our network support staff including speech pathologists and social workers. We have also arranged for additional student support from a counsellor that attends HBPS one full day per fortnight. The percentage of staff endorsement for School Climate on the 2017 Staff Opinion Survey indicated that staff wellbeing was an area that required investigation and understanding. Shortly after commencing as the Principal in Term 4 of 2017, I interviewed every member of staff to understand this data more fully. Some trends that became clear were:* A number of changes to the leadership of the school in a relative short period of time had resulted in staff lacking clarity about the future direction of the school.
* There was a need for a whole school focus on student wellbeing and behaviour support to ensure teachers could focus on quality teaching and learning more consistently.
* There was a need to streamline communication processes.
* There was a need to reduce distractions and interruptions to teaching and learning programs.
* There was a need to refocus the role of team leaders and the school’s Leading Teacher on LEARNING and reduce administrative tasks.

Many of these trends and needs have been clearly addressed in the 2018 Annual Implementation Plan so we look forward to reviewing this data next year.  |

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| For more detailed information regarding our school please visit our website athttp://www.hbps.vic.edu.au |

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| **Performance Summary** |

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| The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 412 students were enrolled at this school in 2017, 213 female and 199 male.5 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:•         English•         MathematicsFor further details refer to *How to read the Annual Report.* |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2017 attendance rate by year level: |

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| Few absences <------> Many absences |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| How to read the Annual Report |

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| The School Comparisonshows that most schools are achieving results that are **‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **What does ‘*Data not available’* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. |

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| **What is the *Victorian Curriculum*?**The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs.‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them. |

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| **What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. |

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| --- |
| **Financial Performance and Position** |

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| --- |
| **Financial performance and position commentary**Hamlyn Banks Primary School has managed to plan for ongoing school development and improvement, whilst maintaining a stable surplus. The annual result was a surplus of $134,589 increasing the total funds available to $182,786. This was due to the school maintaining a balanced staffing profile. The school continued to finance intervention programs in literacy and funded a part time Student Wellbeing Officer. The school made effective use of equity funding to support student learning. The school continued to fund school improvements in infrastructure, buildings and grounds. The Hamlyn Banks School Council has been proactive, supporting the continual improvements to our school.  |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| --- |
| Financial Position as at 31 December, 2017 |

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| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $152,252 |
| Official Account | $23,764 |
| Other Accounts | $6,770 |
| **Total Funds Available** | **$182,786** |

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| --- |
| Student Resource Package |

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| --- |
| $3,170,777 |

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| --- | --- |
| Government Provided DET Grants | $466,939 |
| Government Grants Commonwealth | $18,009 |
| Government Grants State | $19,000 |
| Revenue Other | $7,871 |
| Locally Raised Funds | $129,374 |

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| --- |
| **Total Operating Revenue** |

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| --- |
| **$3,811,970** |

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| --- |
| **Equity¹** |

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| --- |
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| --- | --- |
| Equity (Social Disadvantage) | $268,513 |

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| --- |
| **Equity Total** |

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|  |
| --- |
| **$268,513** |

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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $98,930 |
| Revenue Receipted in Advance | $29,616 |
| Other recurrent expenditure | $2,000 |
| Asset/Equipment Replacement > 12 months | $5,000 |
| Capital - Buildings/Grounds incl SMS>12 months | $24,580 |
| Maintenance -Buildings/Grounds incl SMS>12 months | $22,660 |
| **Total Financial Commitments** | **$182,786** |

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| Student Resource Package² |

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| $3,011,165 |

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| Books & Publications | $0 |
| Communication Costs | $4,415 |
| Consumables | $59,573 |
| Miscellaneous Expense³ | $334,635 |
| Professional Development | $12,762 |
| Property and Equipment Services | $187,591 |
| Salaries & Allowances⁴ | $18,387 |
| Trading & Fundraising | $13,204 |
| Utilities | $35,639 |
| Adjustments | $11 |

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| **Total Operating Expenditure** |

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| **$3,677,382** |

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| **Net Operating Surplus/-Deficit** |

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| **$134,589** |

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| **Asset Acquisitions** |

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| **($11)** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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