

# 2022 Annual Report to the School Community

School Name: Hamlyn Banks Primary School (4804)



**Hamlyn Banks**  
Primary School

- 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 17 April 2023 at 09:07 AM by Nigel Holloway (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 17 April 2023 at 04:43 PM by Diyana Kocovski (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

Hamlyn Banks Primary School is a co-educational primary school 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 are BE SAFE, BE RESPECTFUL and BE A LEARNER. Hamlyn Banks is a dynamic community committed to developing lifelong learners. The school community has high expectations and supports students to become successful learners and productive members of the community. We believe that everyone can learn. We believe that everyone deserves a quality education and we believe that when we all work together, students are the winners. We use a Restorative Practices Framework to support students to be their personal best at all times in both their learning and personal development. The purpose of our school is to support our students to be happy, independent and confident individuals who make positive contributions to their community.

In 2022, the school had 16 classes operating, including; 3 Prep classes, 5 Year 1/2 classes, 4 Year 3/4 classes and 4 Year 5/6 classes. From Prep to Year 2 the average class size was 21 children and from Year 3 to Year 6 average class size was 26 children.

The staffing profile was made up of a principal, an assistant principal, two learning specialists, 16 generalist classroom teachers and a team of specialists area teachers. In addition there was a team of 9 education support staff and 2 administration staff. This balance contributed to the culture at our school with teachers working closely together in Professional Learning Teams.

In 2022, 11% of students were in the LBOTE category and 4% in the ATSI category. 15 children qualified for the Program for Students with Disabilities program and 5 students qualified for the Disability Inclusion Funding. The school's Student Family Occupation Education rating was 'Medium'. Enrolment was 339 children with a relatively even spread of boys and girls.

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

### Learning

During 2022, our school underwent our 4 yearly School Review. Through this process, a very clear overview of performance and areas for development was created.

The 2022 AIP focused on the implementation of Key Improvement Strategies related to the DET Priority Focus Areas. This included:

- Engagement with DSSI Teaching Partners.
- Embedding of our agreed Instructional Model.
- Continuing development of our Guaranteed and Viable Curriculum.
- Continued implementation of the Tutor Learning Program.
- Ongoing development of our Professional Learning Community approach.
- Whole school instructional coaching.
- School Improvement Teams - Leadership and Data / English / Positive Climate (aligned to the AIP and SSP).
- Leadership learning observations.
- Work program review process.

Our strong parent satisfaction data provides a clear insight into our communities appreciation for how we continued to focus on school improvement following the significant disruptions of the Covid Pandemic. 81.4% of parents responding with either agree or strongly agree to school satisfaction indicators. Our School Climate data highlights the ongoing impact of the Pandemic on our staffing group with 59.9% responding with either agree or strongly agree to school climate indicators. Our School Review in Term 2 of 2022 was an invaluable opportunity for us to refocus following a very disrupted period.

The data contained in this Annual Report highlights both areas of strength and areas for development. Teacher Judgement data indicates a much stronger level of performance than NAPLAN data. This discrepancy is an area that we explored closely in our 2022 School Review and now have a plan in place for addressing moving forward.

Year 3 NAPLAN Reading data shows that 65.4% of children performed in the top 3 bands. However, in Year 5 this number dropped to 47.6%. This indicates that students are not making the amount of progress required between Year 3 and Year 5. NAPLAN Numeracy data shows a similar trend with 55.8% of students in Year 3 making top two bands, and only 24.4% in Year 5. NAPLAN Writing data follows this trend with 27% of students in Year 3 making top two bands, and only 9% in Year 5. NAPLAN Grammar and Punctuation data also aligns with this trend with 40% of students in Year 3 making top two bands, and only 12% in Year 5.

The NAPLAN data discussed above has been addressed clearly in our new Strategic Plan. Student academic performance and growth will be a priority. The work completed in 2022 around strategic planning will be a strong foundation to build on.

All students with Program for students with a Disability funding showed progress at satisfactory or above levels in relation to individual goals.

## Wellbeing

In 2022, we continued to focus on student, staff and community wellbeing in a range of ways. The 2022 AIP focused on the implementation of Key Improvement Strategies related to the DET Priority Focus Areas. This included:

- Establishing a Positive Climate Leadership Meeting.
- Developing an Attendance Monitoring process and Action Plan.
- Establishing a School Improvement Team responsible for School Wide Positive Behaviour Support.
- Maintaining the Wellbeing Leader position.
- Continued development of our Clubs program.
- Development of a whole school acknowledgement system for expected behaviours.

Our 2022 School Review confirmed that focusing on consistency of our wellbeing practices through the School Wide Positive Behaviour Support Framework was the right next step for our school. The Review also highlighted the very clear link between learning and wellbeing, making the case for an increased focus on academic achievement and growth.

Student Attitudes to School data indicates that our students felt less connected than they have over the past 4 years on average with only 64.7% of students responding with agree or strongly agree to Sense of Connectedness indicators. This survey also confirms what we observed in regards to our students return to full time onsite learning with their peers. The impact of the COVID Pandemic on students social skills resulted in an increase in anti-social behaviour - which is evident in the data.

## Engagement

Engagement in learning and attendance at school continued to be key focus areas in 2022.

In 2022, our average number of absence days was 24.1. This is in line with 'similar schools'. We developed attendance plans and made regular contact with families. We also redeveloped our school attendance follow up process. As a result we saw student attendance improve. However, for a number of families, getting back to regular school attendance was challenging. We continued to provide a high level of support to students and families and increased the amount of communication around regular attendance. Despite our best efforts, our attendance rate for all year levels was below 90% for the school year.

Our 2022 School Review confirmed that attendance will continue to be a key improvement area moving forward.

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## Financial performance

Hamlyn Banks Primary School managed to plan for ongoing school development and improvement, whilst maintaining a surplus in 2022. Funds were prioritised and strategically allocated in line with the School Strategic Plan and Annual Implementation Plans. This included professional learning for staff, sub-program budgets and classroom resourcing. The school continued to finance intervention programs in Literacy and funded a student Well-being Officer. The school

continued to fund school improvements in infrastructure, buildings and grounds. The Hamlyn Banks School Council has been proactive, supporting continual improvements to our school. The surplus noted above will be used in line with the new Strategic Plan priority areas and to fund a program of facilities upgrades that were highlighted in our recent Rolling Facilities Audit coordinated by DET. It is anticipated that the Surplus noted above will reduce in 2023.

Hamlyn Banks Primary School participated in the 2021-22 School Council Financial Assurance program. This program is designed to provide assurance over controls and identify areas of improvement at the operational and / or departmental level. The overall audit rating for the school was 'good'.

**For more detailed information regarding our school please visit our website at**  
<https://www.hbps.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 339 students were enrolled at this school in 2022, 178 female and 161 male.

11 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).

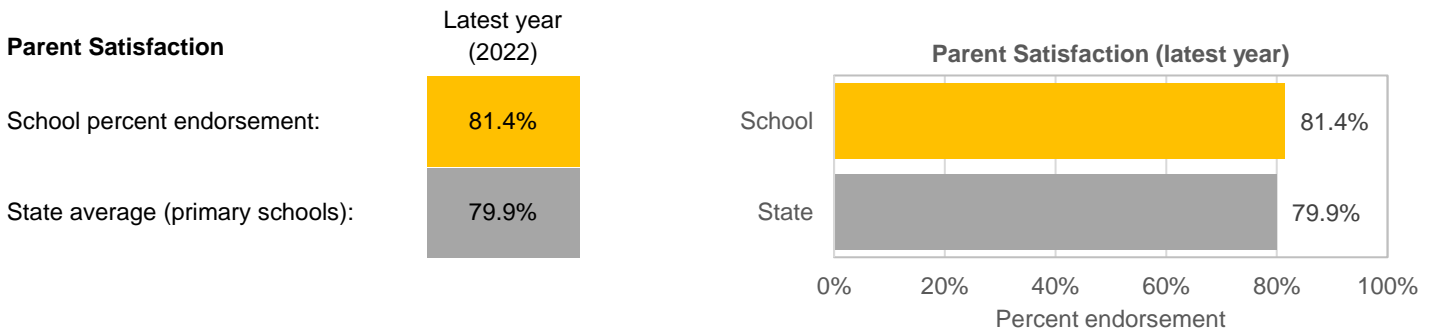
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### 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.

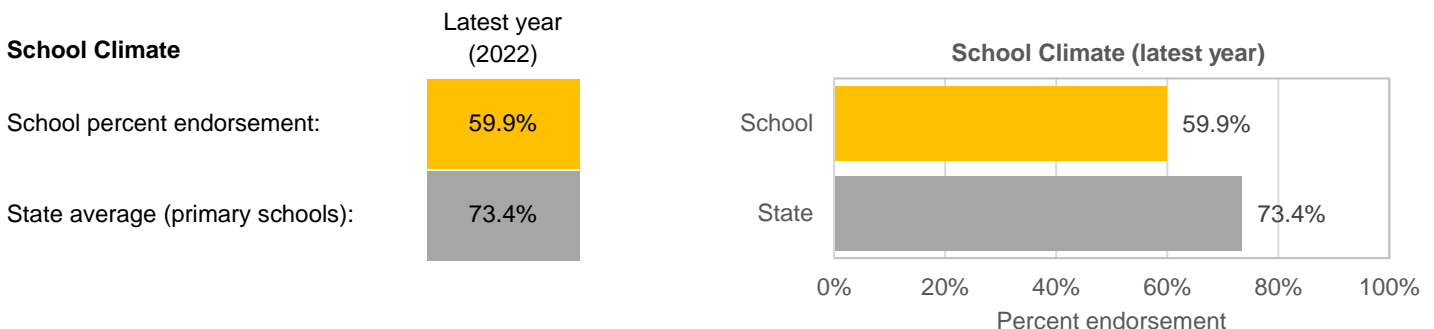


### School Staff Survey

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:

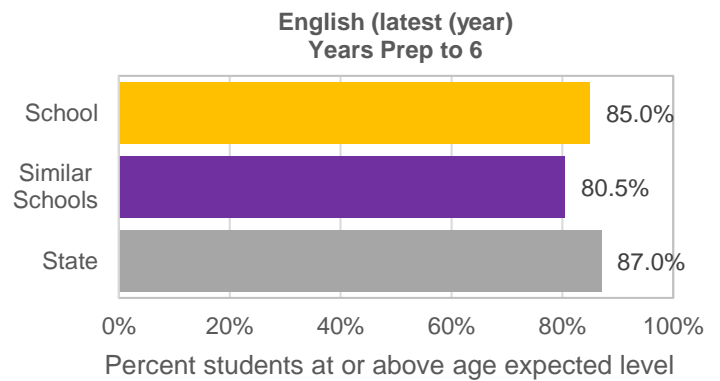
85.0%

Similar Schools average:

80.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

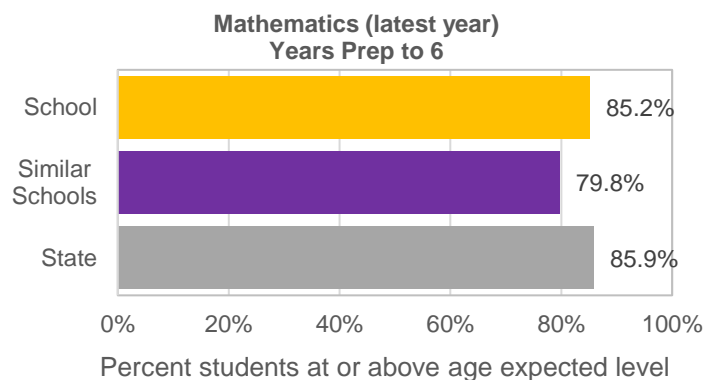
85.2%

Similar Schools average:

79.8%

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.

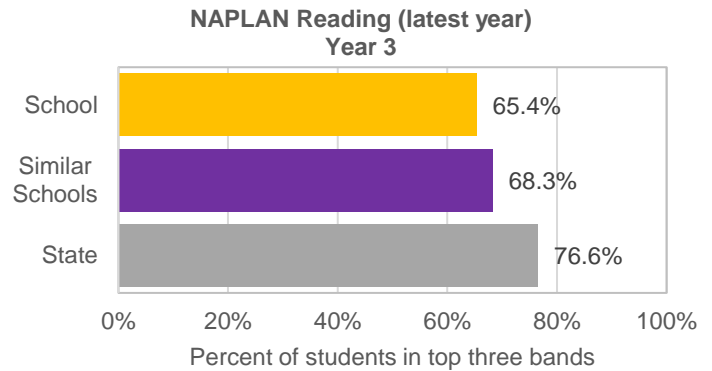
### NAPLAN

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.

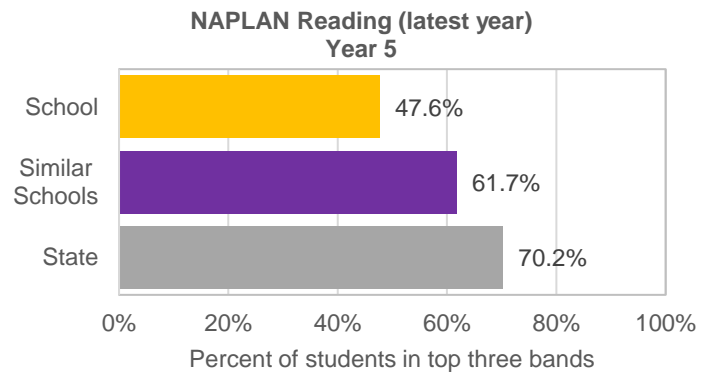
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.4%	64.0%
Similar Schools average:	68.3%	68.7%
State average:	76.6%	76.6%



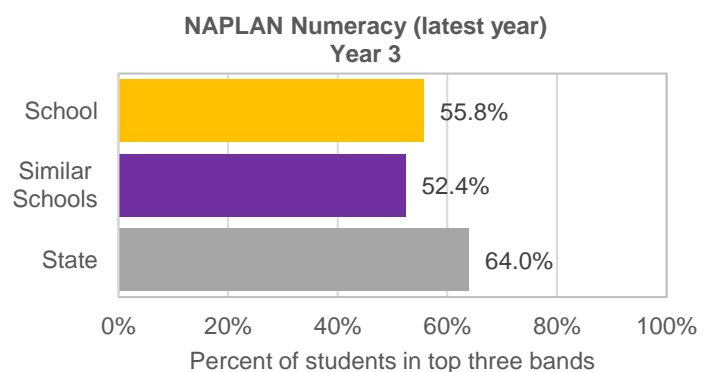
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.6%	48.6%
Similar Schools average:	61.7%	60.9%
State average:	70.2%	69.5%



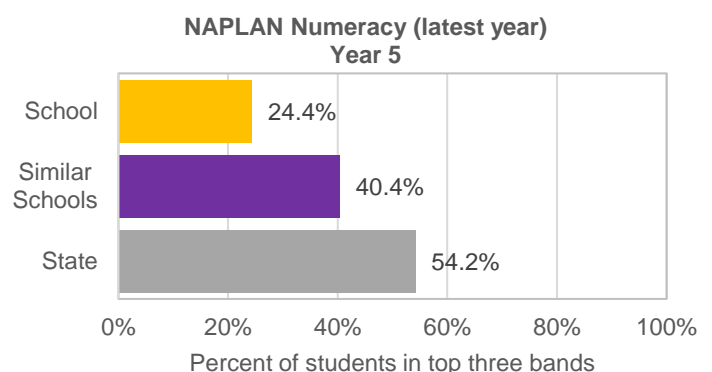
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	55.8%	52.0%
Similar Schools average:	52.4%	55.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	24.4%	38.0%
Similar Schools average:	40.4%	45.6%
State average:	54.2%	58.8%



## WELLBEING

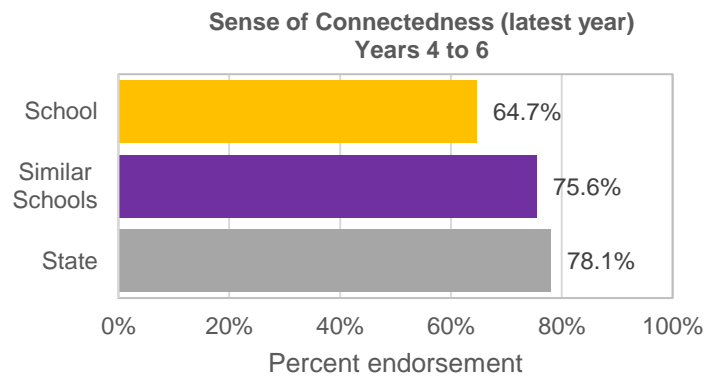
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	64.7%	72.1%
Similar Schools average:	75.6%	77.4%
State average:	78.1%	79.5%

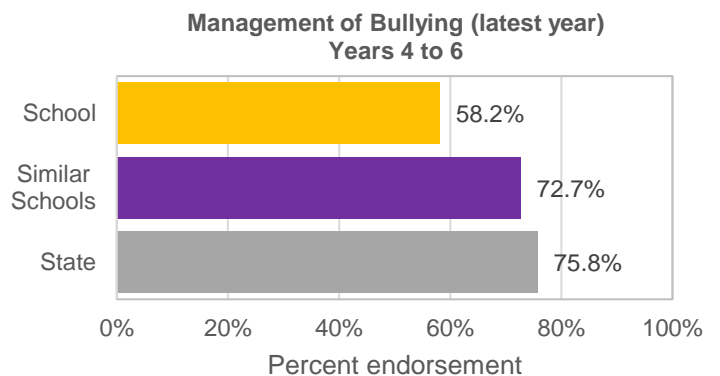


### Student Attitudes to School – Management of Bullying

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:	58.2%	71.8%
Similar Schools average:	72.7%	76.7%
State average:	75.8%	78.3%



## ENGAGEMENT

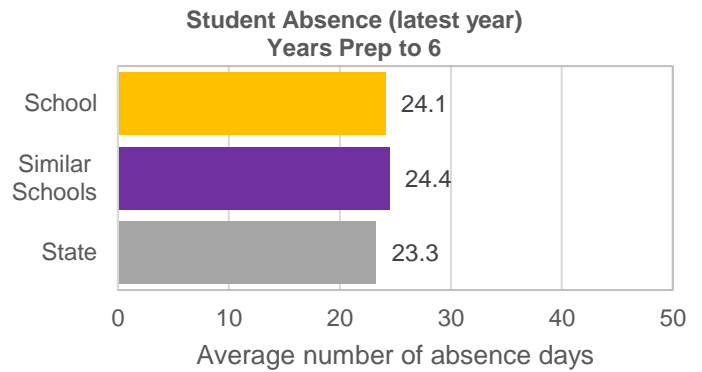
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.1	19.1
Similar Schools average:	24.4	18.6
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):	88%	87%	89%	89%	88%	86%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,797,316
Government Provided DET Grants	\$651,691
Government Grants Commonwealth	\$7,030
Government Grants State	\$0
Revenue Other	\$30,551
Locally Raised Funds	\$165,418
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,652,006</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$380,461
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$380,461</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,563,588
Adjustments	\$0
Books & Publications	\$780
Camps/Excursions/Activities	\$82,731
Communication Costs	\$1,653
Consumables	\$69,235
Miscellaneous Expense <sup>3</sup>	\$14,219
Professional Development	\$12,257
Equipment/Maintenance/Hire	\$99,606
Property Services	\$123,174
Salaries & Allowances <sup>4</sup>	\$10,625
Support Services	\$165,273
Trading & Fundraising	\$8,990
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,435
<b>Total Operating Expenditure</b>	<b>\$4,189,565</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$462,441</b>
<b>Asset Acquisitions</b>	<b>\$28,600</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

Funds available	Actual
High Yield Investment Account	\$721,919
Official Account	\$24,931
Other Accounts	\$8,573
<b>Total Funds Available</b>	<b>\$755,424</b>

Financial Commitments	Actual
Operating Reserve	\$97,831
Other Recurrent Expenditure	\$2,520
Provision Accounts	\$0
Funds Received in Advance	\$36,500
School Based Programs	\$76,242
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,571
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$69,882
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$500,546</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.*