

# 2019 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 2019 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 01 July 2020 at 09:07 AM by Nigel Holloway (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 August 2020 at 10:51 AM by Diyana Giovanniello (School Council President)

## About Our School

### 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 children 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, children 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 2019, the school had 18 classes operating including; 3 Prep classes, 5 Year 1/2 classes, 5 Year 3/4 classes and 5 Year 5/6 classes. From Prep to Year 2 the average class size was 20 children and from Year 3 to Year 6 average class size was 21 children.

The staffing profile is made up of a principal, an assistant principal, one leading teacher, one learning specialist, 15.4 classroom teacher range 2 and 5.6 classroom teacher range 1 staff. In addition there were 6.27 FTE education support staff 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 2019 there were 36 children in the LBOTE category and 8 ATSI children. 15.3 children qualified for the Program for Students with Disabilities program. The school's Student Family Occupation (SFO) was .5593 and the Student Family Occupation and Education (SFOE) was .4924. Enrolment continued to grow from 317 children in 2010 to 387 children in 2019, with a relatively even spread of boys and girls.

### Framework for Improving Student Outcomes (FISO)

During 2019 our school focused on embedding the structures and practices and continued to work on establishing a school culture and environment that promotes behaviours that enable learning through the following FISO dimensions.

**EXCELLENCE IN TEACHING AND LEARNING: Building Practice Excellence.**

We continued to refine our Professional Learning Community (PLC) processes to ensure that we had the systems and tools for teachers to have conversations and make decisions about practice, relying on accurate learning data. We continued to develop teacher knowledge and capacity to work as effective teams utilising a Professional Learning Team (PLT) process, to improve learning outcomes through collaborative planning and assessment practices.

**EXCELLENCE IN TEACHING AND LEARNING: Curriculum Planning and Assessment.**

We created space to maintain an open and inquiring stance toward how inquiry will look at HBPS, as we moved away from pre-planned units of inquiry work. We trusted our teams of educators to plan engaging learning experiences that were connected to both our students' interests and the Victorian curriculum, where teachers would feel more empowered to develop engaging curriculum experiences.

**POSITIVE CLIMATE FOR LEARNING: Setting Expectations and Promoting Inclusion.**

We worked to define school wide beliefs and systems for establishing a safe and positive climate for learning. We continued to develop teacher capacity to use evidence based strategies and interventions to support the wellbeing and safety of our young people.

### Achievement

Hamlyn Banks Primary School continued with a strong focus on building practice excellence in 2019, establishing a whole school approach to assessment, use of data and planning through an effective PLC model. Teachers made highly effective use of allocated PLT time, following the FISO improvement Cycle - in the form of the Teaching and Learning Cycle (TLC). This is now consistent practice from P - 6. We confirmed that our assessment schedule is firmly in place and that data is providing a strong foundation for the work of PLTs. We established consistent and agreed data formats, following PLT agreements about what data will be used for each TLC. We ensured PLTs had a strong understanding of the need and importance of the SHARE phase of the TLC to share highly effective teaching strategies and to identify 'next steps' for student learning. We saw a real commitment to developing content knowledge, understanding what the data is telling us and exploring how PLTs will action this information. We established the practice of PLTs setting clear performance goals for each unit of work base on student learning data.

Much of our work in 2019 continued to be focused on the work of teacher teams in collecting and understanding student learning data in inform curriculum planning. We are confident in the quality of this work now and will be moving to a focus on highly effective teaching practices in 2020.

- The percentage of students making at or above expected growth in reading according to teacher judgements Prep to Year 6 increased from 82% in 2018 to 89% in 2019.
- The percentage of students making high or medium growth in NAPLAN Reading went from 68.63% in 2018 to 64% of students meeting or above benchmark growth in 2019. Please note that there has been a change of measures in the School Performance Report in 2019.
- The number of students achieving in the top two bands in NAPLAN in Year 3 in 2019 was 43% which indicates a strong early years program of instruction.

Achieving stronger growth results according to NAPLAN will continue to be a school goal moving forward.

All students with program support disability funding showed progress at satisfactory or above levels in relation to individual goals.

## Engagement

Hamlyn Banks Primary School had a strong focus on curriculum, planning and assessment in 2019 through ongoing work around developing a whole school intellectually engaging curriculum that fully integrates the Victorian Curriculum. All PLTs planned units of inquiry, connected to Victorian Curriculum outcomes, with a stronger focus on student voice. The School Improvement Team (SIT) engaged in discussions around the 'Why?' of an inquiry approach at our school. All staff willingly embraced a more flexible approach to inquiry in their classrooms. This involved teams of teachers developing units of inquiry based on the interests of their students and a clear oversight of the areas of the curriculum that needed to be taught. The SIT made progress on curriculum mapping – that needs to be continued next year.

In 2019 positive responses from students on the Student Opinion Survey increased in the following domains: Motivation and interest, resilience and sense of confidence. Parent and Student opinion survey data both support the need for Student Voice and Agency to be an area for continued focus.

Hamlyn Banks Primary School continued to work with families to ensure students were at school and learning. We continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out monthly reports to parents with unexplained absences and made phone calls after extended periods of absences. We introduced termly attendance progress reports. We saw an increase in students' attitude toward Attitudes to Attendance according to the Student Opinion Survey.

## Wellbeing

Hamlyn Banks Primary School had a strong focus on continuing to create a positive climate for learning through setting high expectations and further developing our whole school approach to positive behaviour support and restorative practices. Teachers continued to develop a bank of effective strategies for supporting positive behaviour choices and student self-regulation. We further embedded our use of a focused behaviour tracking system to ensure behaviour

support plans were measurable. We also strengthened our use of individual student behaviour support plans.

Our school wide expected behaviour matrix was reviewed and updated with student input. This updated matrix was displayed in every classroom and behaviours were explicitly taught across the school.

We continued our partnership with Adam Voigt from Real Schools to strengthen our understanding of restorative classroom practice, and observed increased consistency in the use of restorative language and approaches in all classrooms. We focused on the ways in which we can all act restoratively, irrespective of the situation we are working within.

The school engaged in the CAMHS and Schools Early Action (CASEA) program developed by Barwon Health, funded by the Mental Health branch of the Victorian Government's Department of Human Services, and supported by the Victorian Department of Education and Training and other community organisations. This program provided targeted professional learning for our staff and small group intervention to increase student's capacity for self-regulation. Teachers report that students' knowledge of strategies for self-regulation and understanding of restorative practice improved. We introduced student friendly language of "Past, Present, Future" as a framework for fixing up when we make a mistake. We talk about what happened, we talk about how it impacted on us and others, then we develop a plan of how we will fix up and move on.

Our school level data indicates a reduction in challenging behaviours that interrupt learning.

Our student well-being program consisted of a well-being officer, providing additional in-school support for students with a range of challenges. The well-being 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.

The Staff Opinion Survey responses for School Climate increased significantly in all three areas: Collective Efficacy, Teacher Collaboration and Trust in Students and Parents. This is a positive sign and confirms the work we have been doing around our PLTs and school culture. We expect this to have a positive impact on student wellbeing in the future.

### **Financial performance and position**

Hamlyn Banks Primary School managed to plan for ongoing school development and improvement, whilst maintaining a surplus in 2019. The annual result was a surplus of \$195,811. Funds were prioritised and strategically allocated in line with the School Strategic Plan and Annual Implementation Plans. This included professional learning for staff, subprogram 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. It is anticipated that the surplus noted above will reduce in 2020.




**For more detailed information regarding our school please visit our website at**  
<https://www.hbps.vic.edu.au/>




## Performance Summary

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.



















Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 388 students were enrolled at this school in 2019, 204 female and 184 male.</p> <p>10 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Similar</b> </p> <p><b>Below</b> </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>35%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>62%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>67%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>56%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	35%	15%	Numeracy	22%	62%	16%	Writing	25%	52%	23%	Spelling	24%	67%	9%	Grammar and Punctuation	38%	56%	7%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	92 %	90 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	92 %	90 %	93 %	92 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,335,560	High Yield Investment Account	\$244,745
Government Provided DET Grants	\$603,473	Official Account	\$20,068
Government Grants Commonwealth	\$11,900	Other Accounts	\$1,910
Revenue Other	\$16,303	<b>Total Funds Available</b>	<b>\$266,724</b>
Locally Raised Funds	\$172,042		
<b>Total Operating Revenue</b>	<b>\$4,139,279</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$328,790		
<b>Equity Total</b>	<b>\$328,790</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,192,582	Operating Reserve	\$118,876
Books & Publications	\$55	Other Recurrent Expenditure	\$8,090
Communication Costs	\$3,064	Funds Received in Advance	\$87,076
Consumables	\$92,286	Asset/Equipment Replacement < 12 months	\$25,476
Miscellaneous Expense <sup>3</sup>	\$358,565	Maintenance - Buildings/Grounds < 12 months	\$27,205
Professional Development	\$22,179	<b>Total Financial Commitments</b>	<b>\$266,723</b>
Property and Equipment Services	\$173,074		
Salaries & Allowances <sup>4</sup>	\$45,093		
Trading & Fundraising	\$21,364		
Utilities	\$35,207		
<b>Total Operating Expenditure</b>	<b>\$3,943,468</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$195,811</b>		
<b>Asset Acquisitions</b>	<b>\$47,546</b>		

(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 26 February 2020 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.

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.

# How to read the Annual Report

## 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.

## 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)

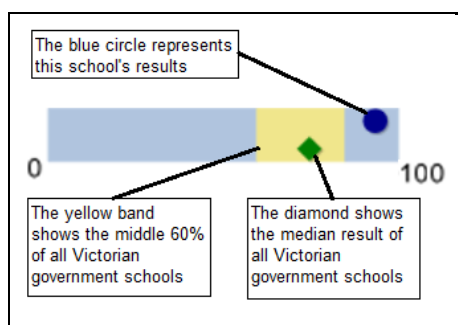
### Engagement

- 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 Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

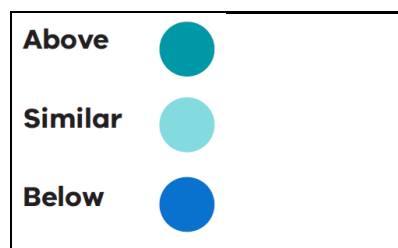


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' 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.

## 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').