

# 2021 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 2021 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 09 May 2022 at 01:01 PM by Nigel Holloway (Principal)

- This 2021 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 02 June 2022 at 02:25 PM by Jacinta Legg (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### **Achievement**

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

#### **Engagement**

Student attendance at school

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## 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 2021, the school had 15 classes operating, including; 2 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, 15 generalist classroom teachers and a team of specialists area teachers. In addition there were 5 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.

In 2021 66 children were in the LBOTE category and 11 in ATSI. HBPS had no ATSI staff in 2021. 16 children qualified for the Program for Students with Disabilities program. The school's Student Family Occupation (SFO) was .5746 and the Student Family Occupation and Education (SFOE) was .5016. Enrolment was 356 children with a relatively even spread of boys and girls.

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### Framework for Improving Student Outcomes (FISO)

During 2021, our school continued to demonstrate adaptability and responsiveness in response to the COVID 19 pandemic and the need to move to a Remote and Flexible Learning model at least once each term. 50% of the school year was impacted by Remote and Flexible Learning, snap lock downs or hybrid school settings with a gradual return to onsite learning. This resulted in some modifications and adaptations to the actions and plans set out in the Annual Implementation Plan for 2021. Further to the disruption caused by the COVID 19 Pandemic, AEU bans also impacted on our capacity to enact planned school improvement plans.

The 2021 AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, Health and Wellbeing, Building Communities and Building Practice Excellence. This included:

- The finalisation and introduction of an agreed Instructional Model.
- Delivery of whole staff trauma informed practice professional learning via Berry Street Education.
- Completion of the DET Professional Learning Communities course.
- A continued focus on student and staff wellbeing.

Our strong parent satisfaction data provides a clear insight into our communities appreciation for how we managed the ongoing disruptions of 2021 with 85.2% of parents responding with either agree or strongly agree to school satisfaction indicators. Our School Climate data highlights the impact of the Pandemic on our staffing group. Heading into a school review in Term 2 of 2022 is wonderful timing for Hamlyn Banks PS. This review will enable a strategic refocusing following a very disrupted period.

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### Achievement

During 2021, our school continued to respond to the COVID19 Pandemic. The main areas of work and achievements are highlighted below:

- We continued to function in Professional Learning Communities with a keen focus on using formative data to inform 1:1 conferencing and planning.
- We finalised our Whole School Instructional Model that will inform much of our work moving forward. This follows a two year development and refinement period.
- Our school team completed the DET Professional Learning Community training which provided additional guidance and learning, to complement the way our teams work together.
- We committed to resourcing a systematic and synthetic phonics training program called Sounds Write. This included 4 day training courses for Prep - Year 2 staff and significant resourcing.
- We continued to refine and improve our Work Program documentation and review processes.
- The Tutor Learning Initiative continued, but was disrupted as a result of staff absence and periods of isolation that resulted in our Tutor Team being used to support in classrooms.
- Our Instructional Coaching program continued to support staff to reflect on and improve aspects of their practice.
- We established a school based referral team who meet fortnightly to discuss students who have been identified as requiring additional at school support.

The data contained in this Annual Report highlights both areas of strength and areas of concern. Teacher Judgement data indicates a much stronger level of performance than NAPLAN data. This discrepancy is an area that we will be exploring closely in our 2022 School Review.

Year 3 NAPLAN Reading data shows that 63% of children performed in the top 3 bands. However, in Year 5 this number dropped to 43%. 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 47% of students in Year 3 making top two bands, and only 32% in Year 5.

NAPLAN Writing data shows that between Year 3 and Year 5, 67% of students made expected levels of growth, 24% made lower than expected growth and 10% made high growth.

NAPLAN 'Spelling' and 'Grammar and Punctuation' data shows that between Year 3 and Year 5, 41% and 44% of students made low growth respectively.

The NAPLAN data discussed above provides clear areas for focus as we develop our next Strategic Plan. Student academic performance and growth will be a priority. The work completed in 2021, despite the disruptions, will be a strong foundation to build on.

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

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## Engagement

Engagement in learning and attendance at school continued to be key focus areas in 2021.

We provided a high level of support to students and families during periods of Remote and Flexible Learning via our wellbeing checks, daily class meetings, home learning planners and on site supervision program. We had a slightly higher average number of absence days than similar schools. In 2021 our average number of absence days was 21.6. We developed attendance plans and made regular contact with families to support and began the process of refining our school attendance follow up process. We regularly sought feedback from the community, shared our observations of what was working effectively and what needed to be changed. This dynamic approach resulted in a Remote and Flexible Learning system that continued to meet the needs of our school community, including taking care of the wellbeing of our staff.

We found that a number of the approaches we took to Remote and Flexible Learning enabled engagement for students that have previously been less engaged. This included project based learning, online 'clubs' and virtual class meetings.

To support student engagement during the transition back to onsite learning, our school ensured that ample time was

allocated to reestablishing relationships and behaviour norms at school, that we maintained strong and consistent routines around learning and we looked for opportunities to celebrate the return to face to face learning.

One of the main strategies employed during 2021 was a four day training course for all staff via Berry Street Education on trauma informed classroom practice.

As we engage in the School Review in 2022, student attendance will feature as a key improvement area.

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## Wellbeing

In 2021, we continued to focus on student, staff and community wellbeing in a range of ways.

- We employed a Wellbeing Officer with School Wide Positive Behaviour Support experience.
- We initiated a referral team to attend to wellbeing concerns.
- We established Recess and Lunch Clubs.
- We gathered and monitored data on playground incidents and noticed a sharp decline following the introduction of Clubs and an increase in supervision ratios.
- We established a skill development social club that runs at recess and lunch times.
- We redesigned the way our ES staff are engaged to ensure a responsive resourcing model.
- We reviewed and revised our Behaviour Support Plans in line with the Prevent, Teach, Reinforce model.
- We reviewed and revised our Individual Education Plan template to include adjustments and modifications made for students.
- We continued to collaborate with Real School's Adam Voigt on Restorative Practices and school Culture.

As we move toward our 2022 School Review we will continue to focus on ensuring consistency of our agreed wellbeing practices through the School Wide Positive Behaviour Support Framework.

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## Finance performance and position

Hamlyn Banks Primary School managed to plan for ongoing school development and improvement, whilst maintaining a surplus in 2021. 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 2022.

**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.

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 356 students were enrolled at this school in 2021, 180 female and 176 male.

11 percent of students had English as an additional language and 3 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).

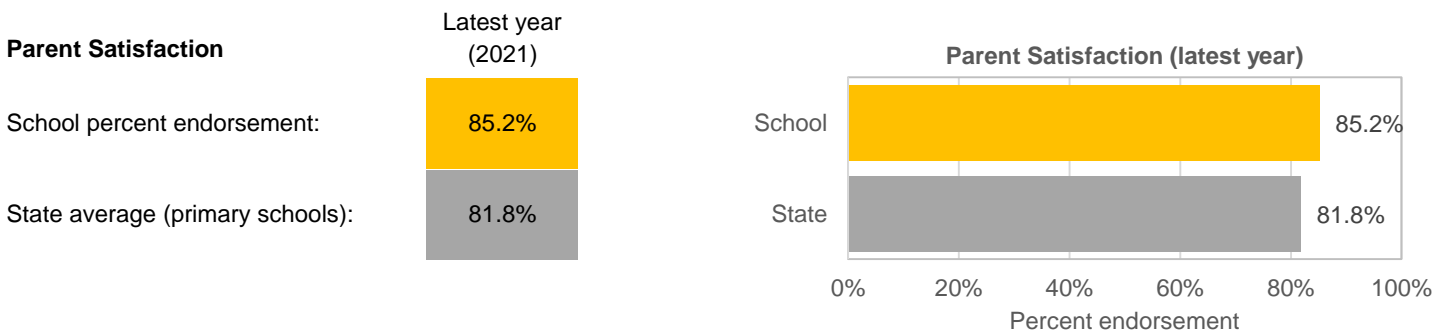
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

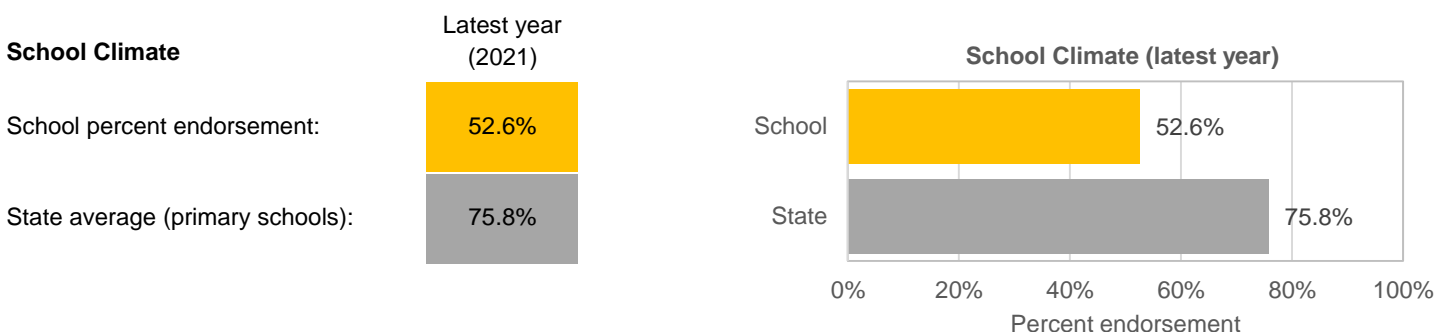


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

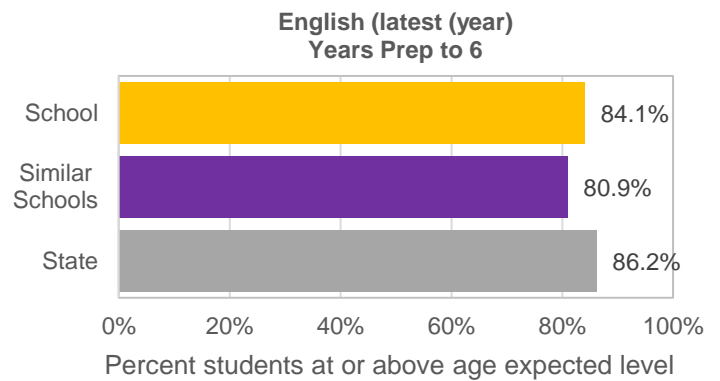
84.1%

Similar Schools average:

80.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

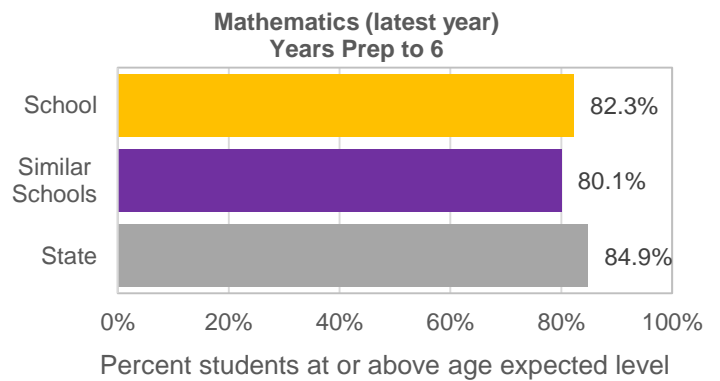
82.3%

Similar Schools average:

80.1%

State average:

84.9%





**ACHIEVEMENT (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.

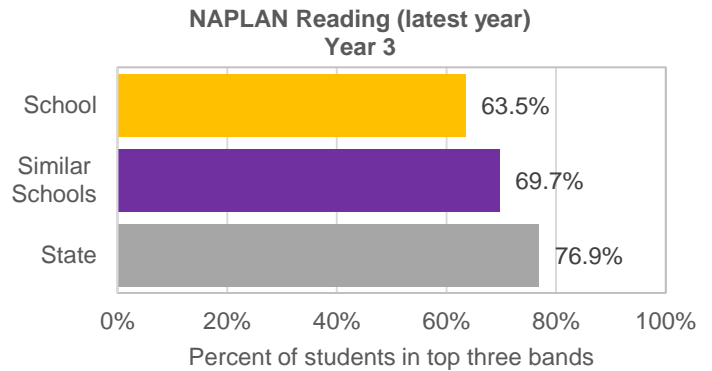
**NAPLAN**

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 2018, 2019 and 2021 data.

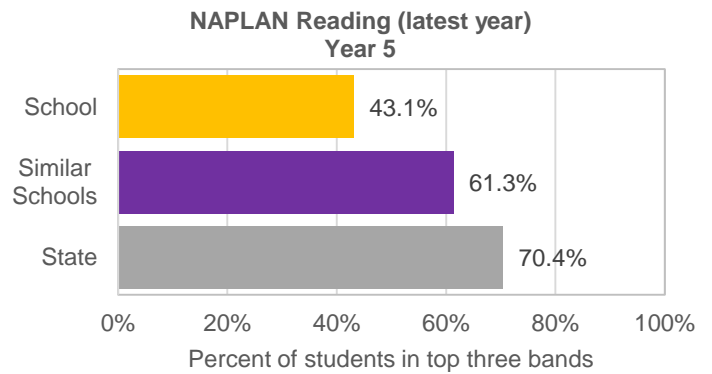
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.5%	65.3%
Similar Schools average:	69.7%	69.6%
State average:	76.9%	76.5%



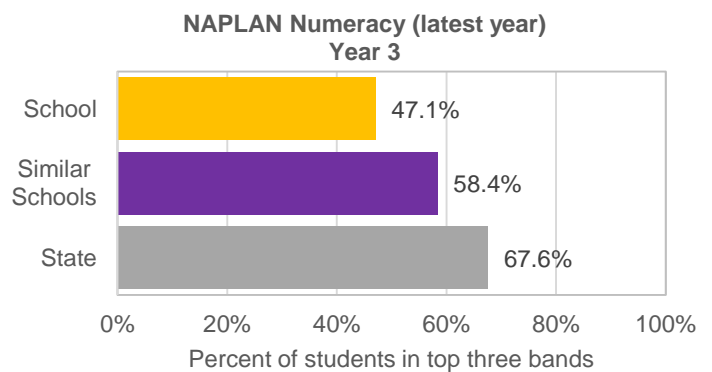
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.1%	42.4%
Similar Schools average:	61.3%	60.4%
State average:	70.4%	67.7%



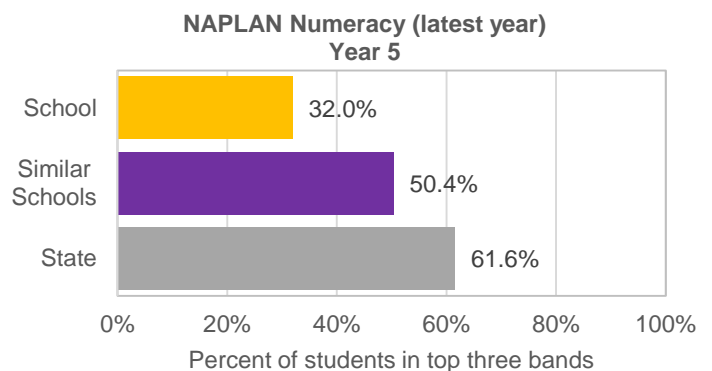
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.1%	49.3%
Similar Schools average:	58.4%	60.6%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	32.0%	39.1%
Similar Schools average:	50.4%	49.4%
State average:	61.6%	60.0%



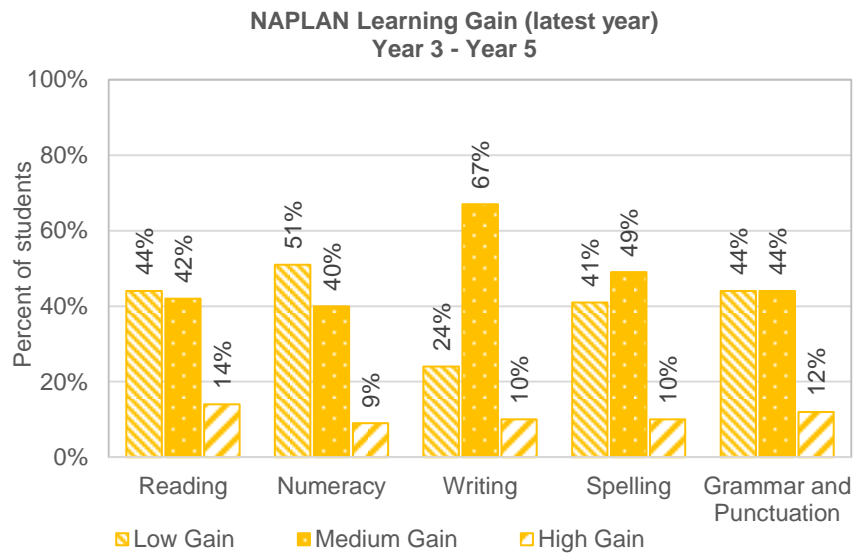
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	44%	42%	14%	20%
Numeracy:	51%	40%	9%	19%
Writing:	24%	67%	10%	20%
Spelling:	41%	49%	10%	19%
Grammar and Punctuation:	44%	44%	12%	19%



## ENGAGEMENT

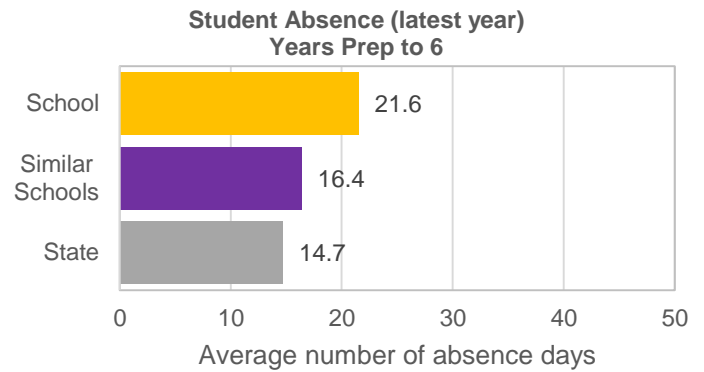
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.6	17.5
Similar Schools average:	16.4	16.3
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	89%	91%	90%	88%	89%	87%

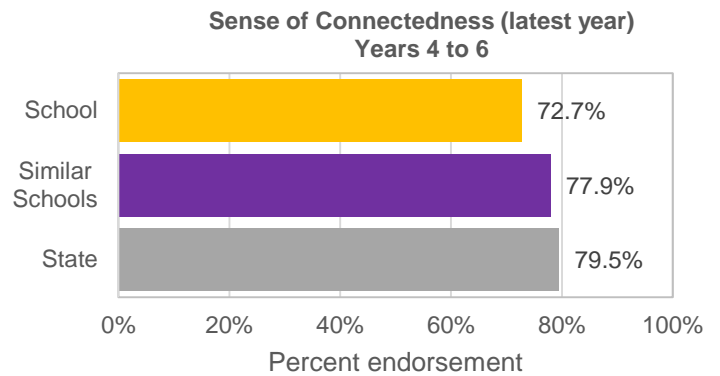
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	72.7%	75.9%
Similar Schools average:	77.9%	78.6%
State average:	79.5%	80.4%

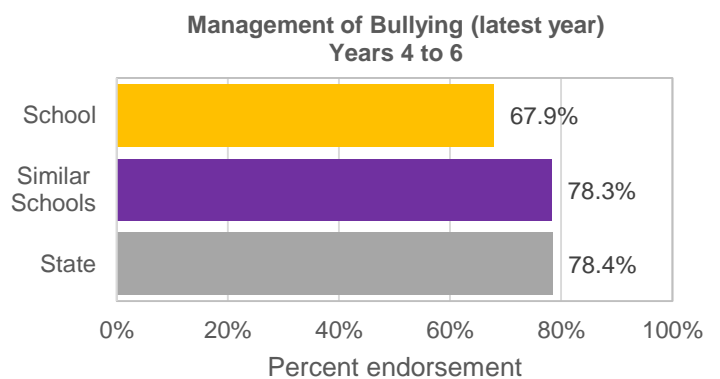


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	67.9%	77.6%
Similar Schools average:	78.3%	78.9%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,527,605
Government Provided DET Grants	\$602,330
Government Grants Commonwealth	\$4,057
Government Grants State	\$1,000
Revenue Other	\$36,029
Locally Raised Funds	\$167,106
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,338,126</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$398,545
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$398,545</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,320,058
Adjustments	\$0
Books & Publications	\$4,217
Camps/Excursions/Activities	\$44,706
Communication Costs	\$2,251
Consumables	\$100,149
Miscellaneous Expense <sup>3</sup>	\$14,741
Professional Development	\$38,296
Equipment/Maintenance/Hire	\$72,503
Property Services	\$127,358
Salaries & Allowances <sup>4</sup>	\$6,916
Support Services	\$171,938
Trading & Fundraising	\$14,125
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,994
<b>Total Operating Expenditure</b>	<b>\$3,952,251</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$385,875</b>
<b>Asset Acquisitions</b>	<b>\$16,155</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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$543,992
Official Account	\$21,567
Other Accounts	\$5,506
<b>Total Funds Available</b>	<b>\$571,065</b>

Financial Commitments	Actual
Operating Reserve	\$98,646
Other Recurrent Expenditure	\$21,715
Provision Accounts	\$0
Funds Received in Advance	\$13,321
School Based Programs	\$29,958
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,766
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$11,086
Capital - Buildings/Grounds < 12 months	\$70,000
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$310,492</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.*