

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 April 2024 at 07:59 AM by Nigel Holloway (Principal)

- This 2023 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 21 April 2024 at 07:55 PM by Annabelle Citroen (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 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, 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 2023, the school had 14 classes operating, including 2 classes at each year level from Prep to Year 6. From Prep to Year 2 the average class size was 19 children and from Year 3 to Year 6 average class size was 23 children.

The staffing profile was made up of a principal, an assistant principal, one learning specialist, 14 generalist classroom teachers and a team of specialist area teachers. In addition, there was a team of 14 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 2023, 11% of students were in the LBOTE (Language Background other than English) category and 5% identified as Aboriginal or Torres Strait Islander. 10 children qualified for the Program for Students with Disabilities program and 14 students qualified for the Disability Inclusion Funding. The school's Student Family Occupation Education rating was 'Medium'. Enrolment was 307 children with a relatively even spread of boys and girls.

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. 2023 was our first year of implementation. The 2023 Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies and Actions related to the Department of Education and Training (DET) Priority Focus Areas. This included:

- Establishing and enacting a Leadership Development Strategy.
- Building the capacity of the School's Leadership Team.
- Establishing agreed HBPS whole school non-negotiable expectations.
- Monitoring and evaluating the implementation of whole school non-negotiable expectations.
- Embedding the whole school assessment schedule and securing consistent assessment practices across the school.

The Parent Survey Data indicates that:

- 75.6% of respondents are satisfied generally with our school.
- 97% of students feel connected to school.
- 88% positive endorsement of effective school communication.
- 86% promote positive behaviour.
- 82% for high expectations for success.

Our School Climate data highlights the significant work we have done to reestablish our school culture with 79.6% positive endorsement. This figure is above the state average and has increased substantially from 59.9% in 2022.

The data contained in this Annual Report highlights both areas of strength and areas for development. Teacher Judgement data indicates a stronger level of performance than NAPLAN data in some areas – however, this discrepancy has been reduced, indicating improvement in our educators' data literacy.

NAPLAN Reading data shows that 65.2% of Year 3 students and 67.3% of Year 5 students performed in the Strong or Exceeding performance bands. This data is a celebration that the focused work we are prioritising in literacy is making a difference, with our performance of Year 5 students closely resembling that of other similar schools.

In addition, we have received positive indicators of improved pedagogical instruction across the Teaching and Learning domain in other areas of English, through the analysis of NAPLAN data including Writing where 78% of our Year 3 students performed in the

Strong or Exceeding performance bands which was 8% higher than similar schools. In Spelling, we outperformed similar schools at Year 3 by 4%. In Grammar and Punctuation, we outperformed in Year 3 by 1% and 8% in Year 5.

NAPLAN Numeracy data shows that 50% of Year 3 students and 41.7% of Year 5 students performed in the Strong or Exceeding performance bands. Similarly to Reading, this data is significantly closer to similar schools than in previous years, providing early indications of improvement as a result of our work around explicit instruction and collaborative planning. It is not surprising that we have not seen significant gains in our numeracy results, as we have been intently focused on reading at this point in our new SSP. Our NAPLAN Growth Data also provides promising early signs of improvement, with a reduction in the number of students making Low Growth in Reading of 15% and in Numeracy of 12%. All students with Program for Students with a Disability funding showed progress at satisfactory or above levels in relation to individual goals.

Wellbeing

In 2023, we continued to focus on student, staff and community wellbeing in a range of ways. The 2023 AIP focused on the implementation of Key Improvement Strategies and Actions related to the DET Priority Focus Areas. This included:

- Implementing the Disability Inclusion Reforms.
- Engaging with School Wide Positive Behaviour to refine our process for responding to minor and major behaviours.
- Strengthening our Attendance Data.

Student Attitudes to School data indicates that our students felt slightly less connected than they have over the past 4 years on average with 63.8% of students responding with agree or strongly agree to Sense of Connectedness indicators. The Management of Bullying Data has provided a very clear area for investigation, as we expected this to be much stronger with only 59.6% of students responding positively from Year 4 - 6. Despite being low, this data still represents an improvement from 2022.

Engagement

Engagement in learning and attendance at school continued to be key focus areas in 2023 with our average number of absences being 19.9 days. This is a 4.2 day reduction from 2022, which is a very positive sign that our attendance strategy is having a positive impact on our community of learners. The 2023 attendance data by Year level indicates that our Year 5/6 cohort is having more absence days than the rest of the school. However, it was pleasing to see all Year Levels from Prep to Year 4 reach at or above 90% attendance in the 2023 school year. Further to this, we reduced the percentage of students having 20 or more days absent from school from 44% in 2022 to 35% in 2023. Yet another very pleasing result was that 94% of students reported that their teachers have high expectations for their success.

Financial performance

Hamlyn Banks Primary School managed to plan for ongoing school development and improvement, whilst maintaining a surplus in 2023. 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 full time student Well-being Officer and part time Occupational Therapist. 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 is committed in line with our Strategic Plan priority areas. The surplus noted has reduced by \$214,077 from 2022 to 2023 as anticipated and is anticipated to reduce again in 2024 to support a larger school leadership and education support staff profile.

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 307 students were enrolled at this school in 2023, 166 female and 141 male.

11 percent of students had English as an additional language and 5 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).

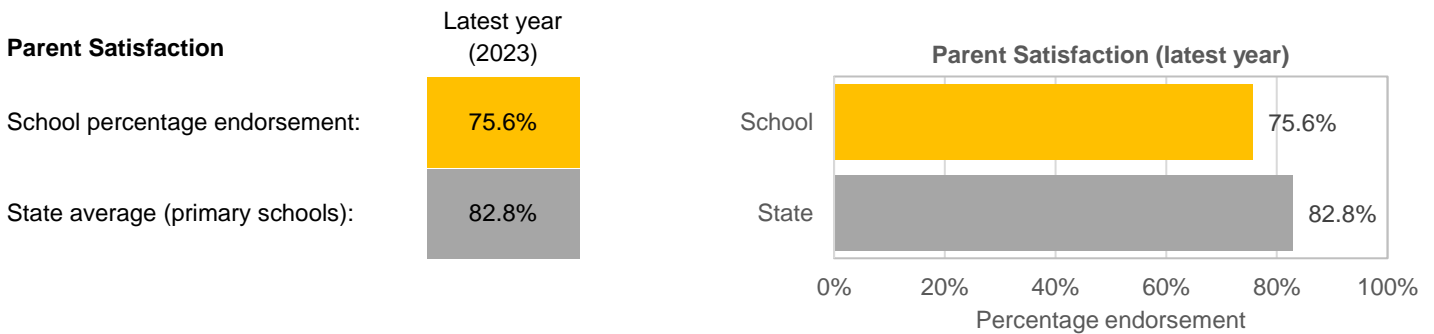
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

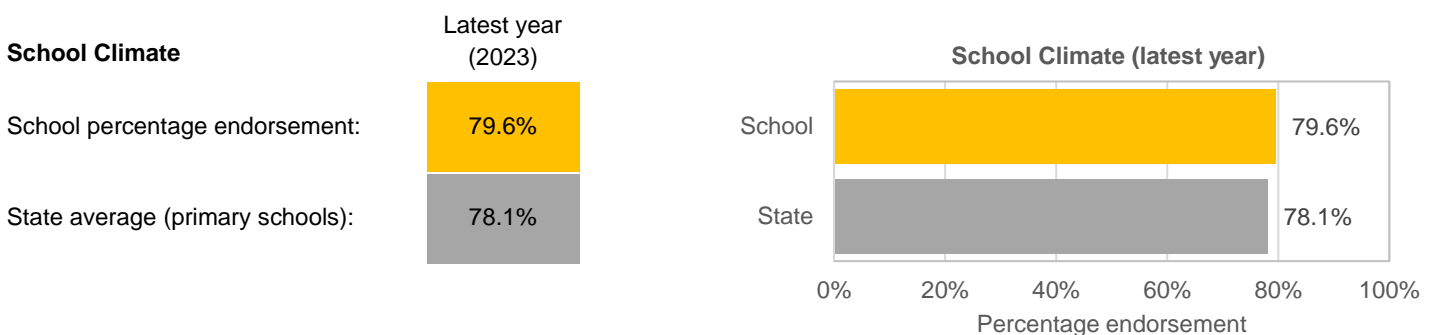


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

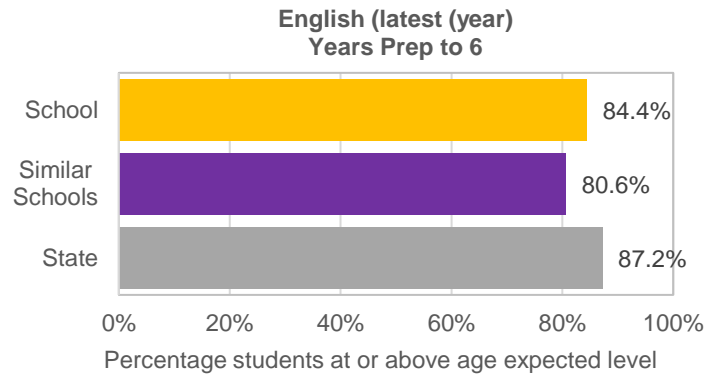
84.4%

Similar Schools average:

80.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

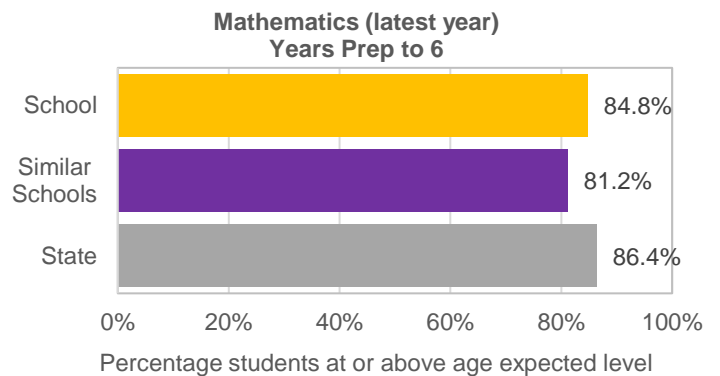
84.8%

Similar Schools average:

81.2%

State average:

86.4%



LEARNING (continued)

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

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.2%

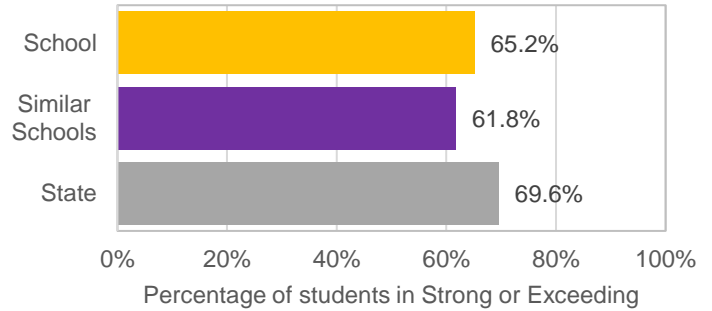
Similar Schools average:

61.8%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

67.3%

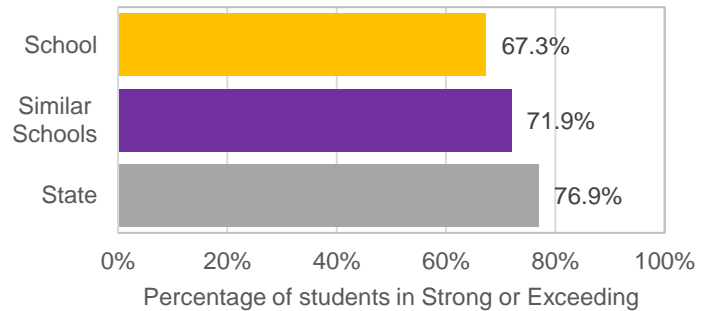
Similar Schools average:

71.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

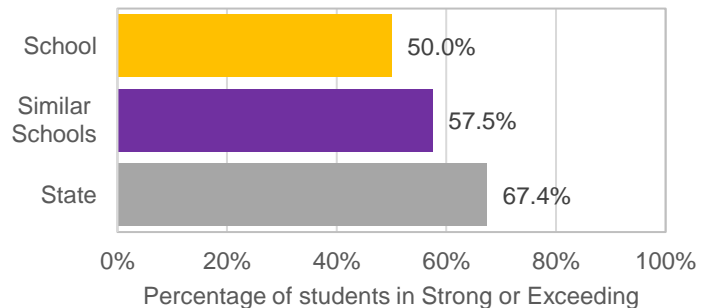
Similar Schools average:

57.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

41.7%

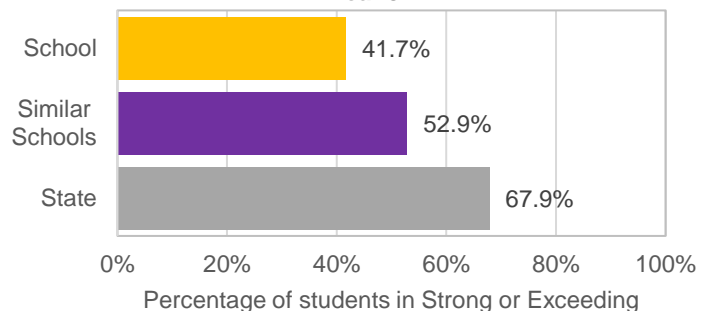
Similar Schools average:

52.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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

NAPLAN 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

65.4%

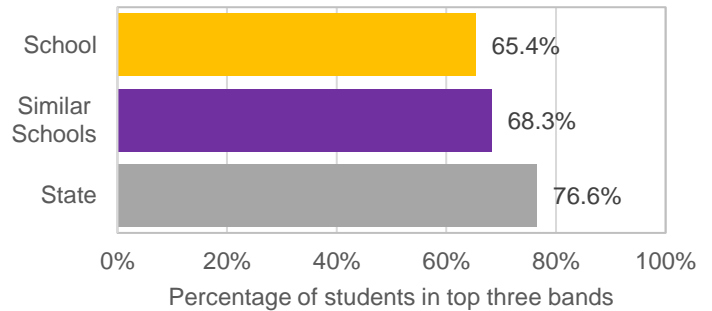
Similar Schools average:

68.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

47.6%

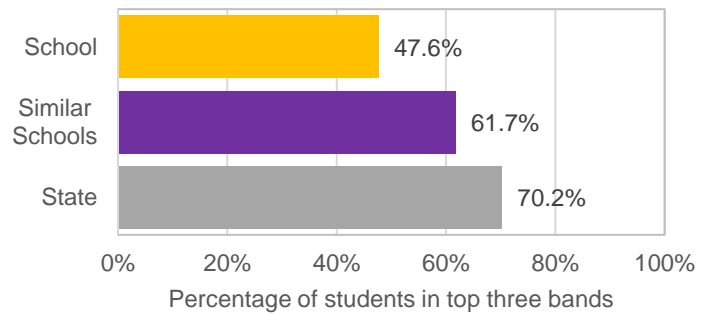
Similar Schools average:

61.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

55.8%

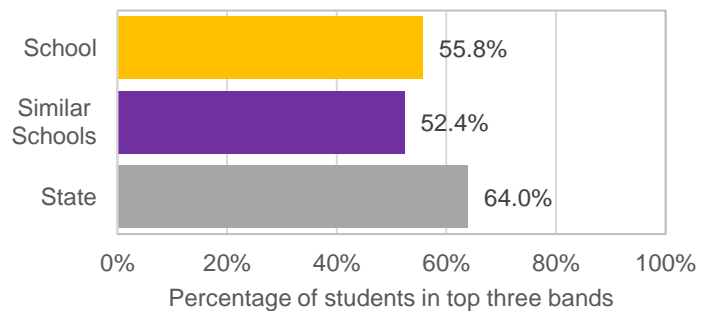
Similar Schools average:

52.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

24.4%

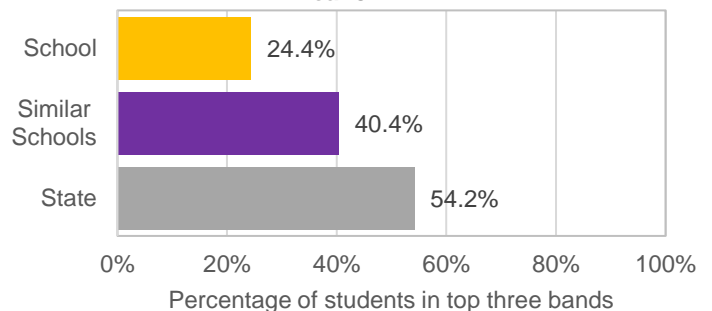
Similar Schools average:

40.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

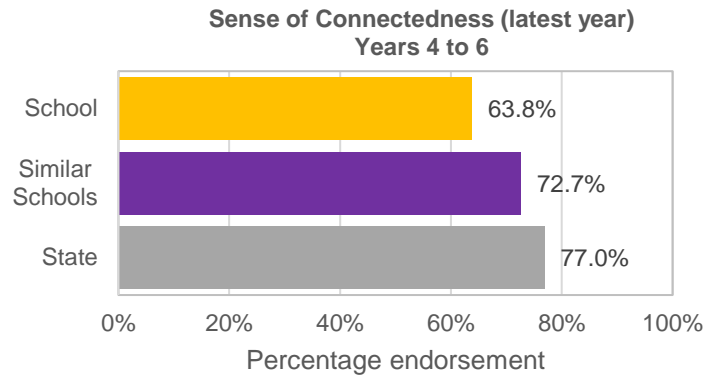
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	63.8%	67.4%
Similar Schools average:	72.7%	76.1%
State average:	77.0%	78.5%

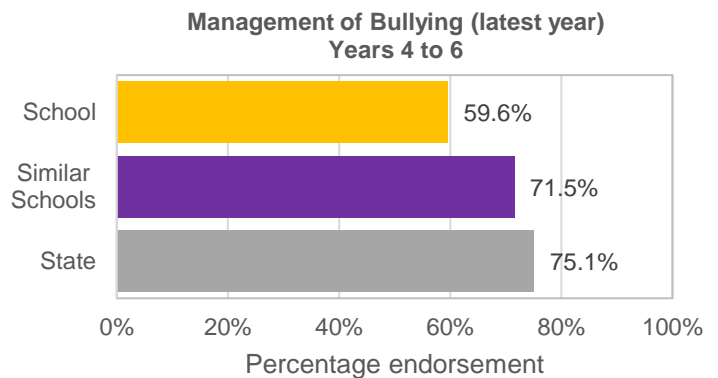


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	59.6%	62.2%
Similar Schools average:	71.5%	74.9%
State average:	75.1%	76.9%



ENGAGEMENT

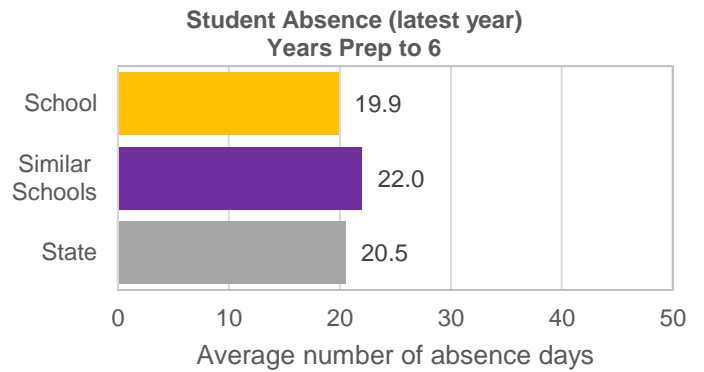
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	19.9	20.0
Similar Schools average:	22.0	19.7
State average:	20.5	18.1



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 (2023):	92%	90%	90%	90%	91%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,886,891
Government Provided DET Grants	\$560,397
Government Grants Commonwealth	\$5,756
Government Grants State	\$0
Revenue Other	\$56,305
Locally Raised Funds	\$149,841
Capital Grants	\$0
Total Operating Revenue	\$4,659,189

Equity ¹	Actual
Equity (Social Disadvantage)	\$350,628
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$350,628

Expenditure	Actual
Student Resource Package ²	\$3,576,914
Adjustments	\$0
Books & Publications	\$509
Camps/Excursions/Activities	\$60,718
Communication Costs	\$3,885
Consumables	\$110,739
Miscellaneous Expense ³	\$18,991
Professional Development	\$16,770
Equipment/Maintenance/Hire	\$91,340
Property Services	\$276,495
Salaries & Allowances ⁴	\$33,020
Support Services	\$175,696
Trading & Fundraising	\$8,023
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,724
Total Operating Expenditure	\$4,410,825
Net Operating Surplus/-Deficit	\$248,364
Asset Acquisitions	\$21,150

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$619,396
Official Account	\$24,564
Other Accounts	\$11,572
Total Funds Available	\$655,532

Financial Commitments	Actual
Operating Reserve	\$108,351
Other Recurrent Expenditure	\$5,124
Provision Accounts	\$0
Funds Received in Advance	\$37,427
School Based Programs	\$51,299
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,667
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$22,080
Capital - Buildings/Grounds < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$28,441
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$357,390

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.