

2019 Annual Report to The School Community



School Name: Hamilton North Primary School (2035)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 19 March 2020 at 04:37 PM by Donald Beaton (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 23 April 2020 at 02:04 PM by Adam Manson (School Council President)

About Our School

School context

Hamilton North Primary School is situated in a semi-rural setting on the outskirts of Hamilton. The classrooms are set in extensive gardens and grounds which provide attractive areas for active and passive play. The school has an enrolment of 217 students. The school has 9 classes and a workforce of 20 staff members including the Principal, 9.0 EFT classroom teachers, 1.2 EFT specialist teachers (Art, Physical Education), Education Support Staff of 2.52 EFT integration aides and 2.3 EFT administration staff. We also have a LOTE teacher at 0.2. Our curriculum has a strong focus on literacy and numeracy. Classroom teaching is explicit and focussed upon individual student improvement and follows consistent and well-defined instructional models. Teachers routinely collect and interpret student assessment data to develop learning tasks directed at the students' point of need in reading, writing, and numeracy. The school has developed a Discovery Learning program in the early years and introduced Sounds-Write to strengthen the teaching of phonics and phoneme awareness in the first three years of schooling. The school also ran literacy recovery programs including mini lit and multi lit. Quicksmart maths has also been fully implemented as an intervention program for Maths. Hamilton North Primary School has a restorative approach to student discipline and welfare. Restorative Practice is based upon building and restoring positive relationships and has been successfully embedded across our whole school. The quality of relationships that have been developed through the provision of a caring and supportive learning environment that gives our school a calm, orderly and positive atmosphere for children and staff. The school explicitly teaches the "True North" values of respect, empathy, responsibility, cooperation and integrity. The school delivers a wide range of extra-curricular activities and puts a high value on student voice, agency and leadership. Hamilton North is a Resource Smart School and is working towards E Smart accreditation. Students are given a range of opportunities in which they can excel including in the arts and in sport. The school is well resourced in all curriculum areas including the increasing provision of IT resources to support 21st century teaching and learning. Our goal is to support and understand every child for who they are and to work with them in partnership with home to achieve both social and academic success.

Framework for Improving Student Outcomes (FISO)

In 2019 the school had a strong focus on making further improvements on outcomes in Literacy and Numeracy. The school worked at building the capacity of teachers to teach reading and writing skills and to instill a love of literature in all students. A Learning Specialist was employed to target improvements in the elements of the Literacy block with a particular focus on Guided Reading. The PLC process was implemented in 2019 where teams of teachers identified student learning needs and implemented targeted interventions. Through these Inquiry Cycles teachers were able to identify needs and monitor and measure the impact of different interventions. There was also a strong focus on the HITS strategies of Feedback and creating Worked Examples. Much of this learning was put into practice in the classroom. Teachers report that their formative data is continuing to show improvements in learning outcomes in Reading and Numeracy across the school and Naplan achievement and growth data was strong across Reading, Writing and Numeracy in Year Three and Year Five. Summative data also showed considerable learning growth. Teachers will continue to receive high quality professional learning on the delivery of reading and writing instruction into 2020 and beyond. There was a strong phonics approach across Foundation, Grade 1 and Grade 2 as the Sounds Write methodology was further developed and this is producing excellent results across the board. Literacy intervention programs continued to be used effectively funded largely by Equity Funding. These programs assisted over 30 students in Grades 1 and 4. The Quicksmart Maths intervention program was further strengthened with strong growth for those students targeted. In 2019 the school further strengthened its professional learning culture with staff given many opportunities to share expertise and ideas through peer observations and Professional Learning Communities. Teachers analysed data to identify teaching and learning needs in their cohorts, selected strategies, discussed pedagogy and reviewed progress and growth through pre and post teaching assessments. There was evidence of considerable progress for targeted groups and a culture of professional collaboration was evident. The Feedback/ Feed forward interviews continued to provide strengthened student voice and focus to improved learning outcomes. The Discovery Program was further developed through 2019 in Foundation and Grade 1 classes with an emphasis on the

strengthening of oral language, problem solving, fine motor skills and social interaction skills.

Achievement

Hamilton North PS continued to improve academic outcome achievement across the school. The work completed in building teacher skills particularly in regards to Literacy and Numeracy instruction and the development of curriculum is leading to strong outcomes in student achievement. The school has also worked on implementing consistent models for instruction across the school as well as scope and sequencing in Literacy and Numeracy to provide clear pathways of learning for students. The implementation of these initiatives is leading to high levels of achievement. This is reflected in NAPLAN results as well as teacher judgements made against the Victorian Curriculum. In 2019 NAPLAN results for Grade 3 showed the school performing above the State mean in Reading, Writing and Grammar and Punctuation. In Grade 5 NAPLAN growth in all subject areas was very high. The average percentage of students making high growth across Victoria is 25%. At Hamilton North 44% of students made high growth in Reading, 48% in Grammar and Punctuation and 31% in Numeracy. Teacher judgements show a similar pattern of high levels of achievement across the school. In Reading the use of Fountas and Pinnel diagnostic assessments has helped teachers to identify point of need for individual students and address these in their planning and instruction.

Engagement

The school further developed a number of strategies to improve student engagement. The Discovery Program in Foundation and Grade 1 was expanded and strengthened. Teaching staff further increased their skills with research and visits to other schools. The program is designed to improve social skills, provide opportunities for rich oral language and problem solving and help provide a smooth transition from Kinder to School. The school further developed its capacity to provide education at the point of need for students through diagnostic assessments being used to inform planning, teaching and groupings particularly in Literacy and Numeracy. The school completed work in relation to Student Voice. Staff took part in internal professional learning and documented policies and procedures regarding student voice and student responsibilities. Student voice will be further developed in 2020 with students providing feedback on teacher's lessons and their own learning. All staff also took part in professional learning in using and applying effective feedback and providing worked examples and scaffolds for students to help them in their learning. This work will continue in 2020. Various measures were undertaken to address attendance. Teachers were reminded of the effects of poor attendance through newsletters and information evenings. Letters were sent to families who had children with poor attendance. The school also worked with agencies to address severe attendance issues. In 2019 the school had 22% of students absent for 20 or more days. This compares with 26% for similar schools.

Wellbeing

The school put significant time and resources into maintaining our strong wellbeing practices at Hamilton North. The Student Welfare Leader role was extended and The True North Values continued to underpin the strong, positive culture of the school. Groups of students received targeted support for different wellbeing needs. The Attitudes to School Survey and Parent Survey showed that students feel connected and positive about their school. Students showed they had a high level of connectedness to their school and a strong sense of inclusion. In the Parent Survey 92% of parents gave a positive or neutral response to the Management of Bullying section. In the Parent Survey 92% answered that "The school has a consistent approach to promoting positive student behaviour". In the Staff Survey 83% of staff were positive about School Climate compared to a 77% average for all primary schools across the State. The school will continue to employ a Wellbeing Leader in the school to build on the work completed in targeting student needs, putting support plans in place to help students and working closely with families. The Restorative Practices processes will be revisited and reinforced in 2020. A long term playground development plan will continue to be implemented in 2020. Provision will continue to be made for those students who prefer quieter, passive areas to play during lunchtimes. Equity resources continue to be provided to support at risk or vulnerable students.

Financial performance and position

The school has maintained a stable financial position whilst working within strong financial guidelines returning a small surplus. Hamilton North continued to work on school improvements in learning outcomes for students throughout the year and has been able to carry funds through to 2020 to further build on this work. Additional maintenance funding has allowed the school to further maintain and improve facilities. Substantial fundraising and access to sporting grants has had a positive effect on our budget. Equity funding was used to support intervention programs in Literacy and Numeracy and to support students at risk. We have been able to use Equity funding so that it has a direct impact on teaching and learning.




For more detailed information regarding our school please visit our website at
<http://hamiltonnorthps.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: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 251 students were enrolled at this school in 2019, 99 female and 152 male.</p> <p>ND were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Above </p> <p>Above </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: ◆


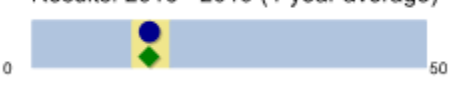

Key: Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</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>Above ●</p> <p>Below ●</p>
<p>NAPLAN Year 5</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>Above ●</p> <p>Above ●</p>

Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																																
<p>NAPLAN Learning Gain Year 3 - Year 5</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>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>22%</td></tr> <tr><td>Medium</td><td>34%</td></tr> <tr><td>High</td><td>44%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>16%</td></tr> <tr><td>Medium</td><td>53%</td></tr> <tr><td>High</td><td>31%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>19%</td></tr> <tr><td>Medium</td><td>55%</td></tr> <tr><td>High</td><td>26%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>19%</td></tr> <tr><td>Medium</td><td>58%</td></tr> <tr><td>High</td><td>23%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>16%</td></tr> <tr><td>Medium</td><td>35%</td></tr> <tr><td>High</td><td>48%</td></tr> </table>	Category	Percentage	Low	22%	Medium	34%	High	44%	Category	Percentage	Low	16%	Medium	53%	High	31%	Category	Percentage	Low	19%	Medium	55%	High	26%	Category	Percentage	Low	19%	Medium	58%	High	23%	Category	Percentage	Low	16%	Medium	35%	High	48%	<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> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Category	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</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>Similar School Comparison 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>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Similar </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>88 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	93 %	94 %	88 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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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

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,898,993	High Yield Investment Account	\$273,072
Government Provided DET Grants	\$323,518	Official Account	\$4,564
Government Grants Commonwealth	\$8,200	Total Funds Available	\$277,636
Revenue Other	\$15,273		
Locally Raised Funds	\$141,748		
Total Operating Revenue	\$2,387,731		
Equity¹			
Equity (Social Disadvantage)	\$96,154		
Equity Total	\$96,154		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,952,894	Operating Reserve	\$66,592
Books & Publications	\$391	School Based Programs	\$59,929
Communication Costs	\$1,998	Funds for Committees/Shared Arrangements	\$9,170
Consumables	\$61,381	Repayable to the Department	\$74,342
Miscellaneous Expense ³	\$89,814	Asset/Equipment Replacement < 12 months	\$32,216
Professional Development	\$4,173	Maintenance - Buildings/Grounds < 12 months	\$35,387
Property and Equipment Services	\$110,749	Total Financial Commitments	\$277,636
Salaries & Allowances ⁴	\$103,350		
Trading & Fundraising	\$26,647		
Utilities	\$20,520		
Total Operating Expenditure	\$2,371,917		
Net Operating Surplus/-Deficit	\$15,814		
Asset Acquisitions	\$0		

(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)

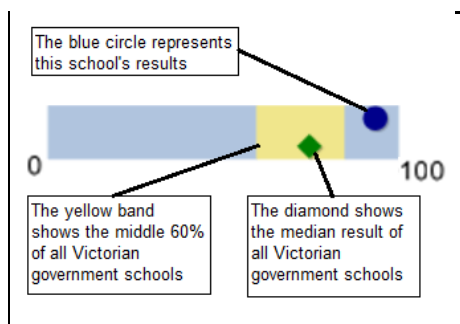
Engagement

- 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).

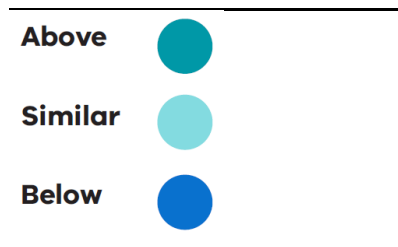


What does *School Comparison* refer to?

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').