

# 2020 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](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 2020 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 31 March 2021 at 09:31 AM by Donald Beaton (Principal)

The 2020 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 31 March 2021 at 10:55 PM by Karen Spong (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section 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.

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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).  
*Note: NAPLAN tests were not conducted in 2020*

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

### 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 215 students. The school has 9 classes and a workforce of 23 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 a 0.2 time fraction. 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 booster Sounds Write lessons. Quicksmart maths has continued to be 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)

As is well known 2020 was a very disruptive year for education in Victoria with significant periods of Remote Learning interrupting the normal routines of learning. Some of the AIP actions were modified or held over to 2021. Remote Learning was completed successfully by the school with many parents praising the way the school tackled this challenge and the manner in which students and families were supported. Seesaw was used as the main platform for online learning and as a link between home and school. As a result the use of Seesaw has continued to be used to strengthen the links between home and school. The school will look to build on this further in 2021 including the use of Seesaw as a vehicle for homework provision. During Remote Learning Webex was also used as a tool to check in with students and families and to deliver some instruction eg Sounds Write lessons.

The establishment of PLC Inquiry cycles as a strategy to improve learning outcomes was started but interrupted by Remote Learning. One cycle was completed by the end of the year in each PLT level. The process of evaluating data, setting priorities and inquiry focus and collegial work around strategies will be part of the 2021 AIP.

Work book quality and consistency was also an intended focus area for 2020. Expectations were established and documented but further work on implementation will be needed in 2021.

Providing students with worked examples and feedback was also an intended focus in 2020. Remote Learning provided different opportunities/approaches in providing worked examples and feedback. Feedback through Seesaw was personalised to each student. It was also regular and instant and was a major focus of the remote learning period. Worked examples were also provided on a regular basis during remote learning to reinforce learning and provide clarity about what success looked like. Again, the school will build on this work in 2021 including providing students opportunities to give teachers direct feedback on their instruction.

The school continued to develop the delivery of Sounds Write instruction. Nearly all teaching staff are trained in Sounds Write in addition to two ES staff. Several of the Early Years teachers have continued to attend master classes to help ensure the integrity of the Sounds Write delivery. Sounds Write lessons continued through the remote learning

period.

Guided Writing has been a focus during the year. We have made progress with this despite the interruptions during the year. The Learning Specialist has provided professional learning and is in the process of observing each teacher's guided writing sessions and providing feedback. This will continue to be a focus into early 2021.

The Student Excellence program has started (2 students) and will be further developed in 2021.

A draft document has been produced that outlines strategies in place at HNPS for improving student outcomes within the FISO improvement cycle. The school will continue to develop and modify its improvement cycle through 2021.

## Achievement

The disruptions and interruptions to the normal learning program have had an impact on the learning for many students. In term 4 every effort was made to establish where each child was in their learning and begin the catch up process particularly in Literacy and Numeracy. On returning from Remote Learning periods there was a sharpened focus on teaching and learning and a determination by the school to avoid any other interruptions to classroom work. Where possible we continued to build teacher capacity particularly in Literacy. Improvements were made in delivering high quality Guided Reading sessions and work was started on the delivery of Guided Writing instruction. Sounds Write delivery was embedded more deeply across the F-2 area and in Grades 3-6 for students who were in need of improved phonic knowledge. In Reading the use of Fountas and Pinnel diagnostic assessments used in conjunction with the Data Analysis Tool has helped teachers to identify point of need for individual students and address these in their planning and instruction. The establishment of scope and sequence documents helped teachers understand and utilise the learning continuums in Literacy and Numeracy and provide the next steps in the learning for individual students. Equity funding was provided to support students who required a boost to their learning with small group work. Intervention programs including Mini Lit and Quicksmart Mathematics also benefited a number of students in Grades 1 and Grade 4 respectively.

Students did not take part in Naplan testing in 2020. Teacher Judgement data (based on class work, observations and a variety of assessment tools) showed that in English 91.6% of students across the school were at or above age expected standards. This compares with a State average of 86.3%. In Mathematics 96.3% of students were at or above age expected standards. This compares to a State average of 85.2%.

## Engagement

The school further developed a number of strategies to improve student engagement. The Discovery Program in Foundation and Grade 1 was further expanded and strengthened. Teaching staff further increased their skills with research and began documenting the rationale for the program. In 2021 there will be a focus on developing a scope and sequence document that links in to the Victorian Curriculum, the Early Years Framework and Respectful Relationships. 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 ability groupings particularly in Literacy and Numeracy. The school provided extra support for vulnerable students or students struggling with learning or regulating behaviours. The school completed work in relation to Student Voice. Staff took part in internal professional learning and updated policies and procedures regarding student voice and student responsibilities. Student voice will be further developed in 2021 with students providing feedback on teacher's lessons and their own learning.

Various measures were undertaken to address attendance. In 2020 Hamilton North Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences. Parents were reminded of the effects of poor attendance through newsletters and information evenings. Letters were sent to families who had children with poor attendance and unexplained absences were followed up. The school also worked with agencies to address severe attendance issues. In 2020 the school had 22% of students absent for 20 or more days. This compares with 26% for similar schools.

During Remote Learning efforts were made to engage all students. Initially phone calls were made to each family and regular contact was made throughout the Remote Learning period. Provision of loaned ipads was made to help a number of families to engage. Check ins were a regular feature using Webex and Seesaw platforms. Engagement was high at the beginning of Remote Learning but tailed off in number of cases during the final two weeks. Students returned to school enthusiastically and quickly settled into the school routines of teaching and learning and the normal social interaction.

### **Wellbeing**

The school put significant time and resources into maintaining our strong wellbeing practices at Hamilton North. During the Remote Learning periods the school worked hard to help maintain the wellbeing of students during a very challenging time for families. As previously stated there were regular check ins through phone calls, Seesaw and Webex. Where necessary teachers took pressure off families by lowering the demand in regard to learning tasks, encouraging physical exercise and offering extra help where needed. Our determination to maintain regular communication and establish realistic expectations helped families and students navigate through these difficult periods.

The Student Welfare Leader role was further strengthened 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 showed that students' sense of connectedness to school was maintained at a similar level to the previous year despite the disruption to school life. Students felt safe at school with students reporting in the ATSS that 92% did not experience any bullying (This was an increase from 81% in 2019). The management of bullying over four years is at an average of 81.2%. This compares to an 80.4% State average. The school will continue to utilise wellbeing leadership and responsibility in each part of the school so that there is a continuation of the strong support provided 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 2021. A long term playground development plan will continue to be implemented in 2021. 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 2021 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. The school has continued to use contractors to provide cleaning and grounds maintenance services.

**For more detailed information regarding our school please visit our website at**  
<http://hamiltonnorthps.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 217 students were enrolled at this school in 2020, 88 female and 129 male.

NDP 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) which takes into account parents' occupations and education.

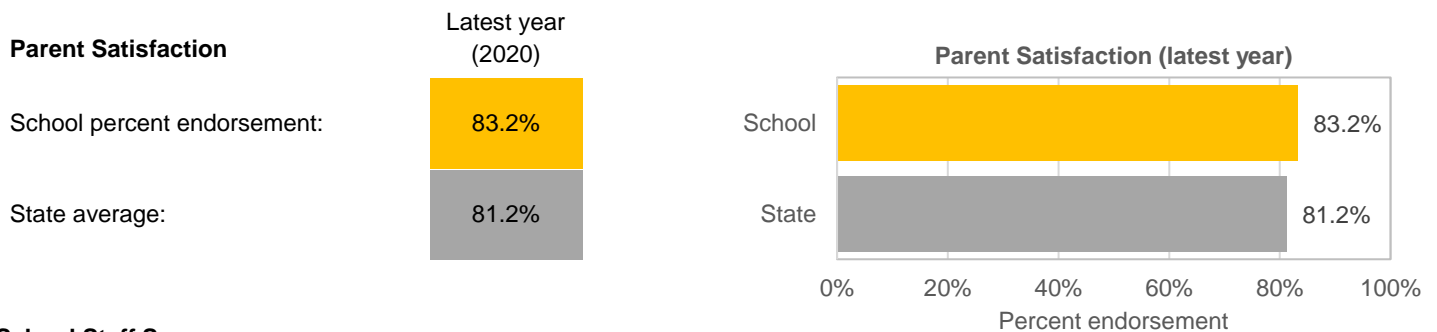
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

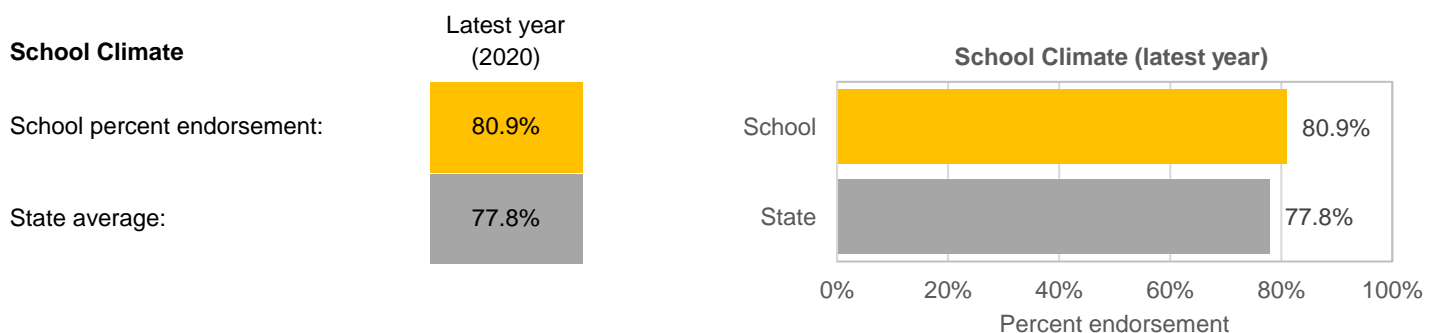


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

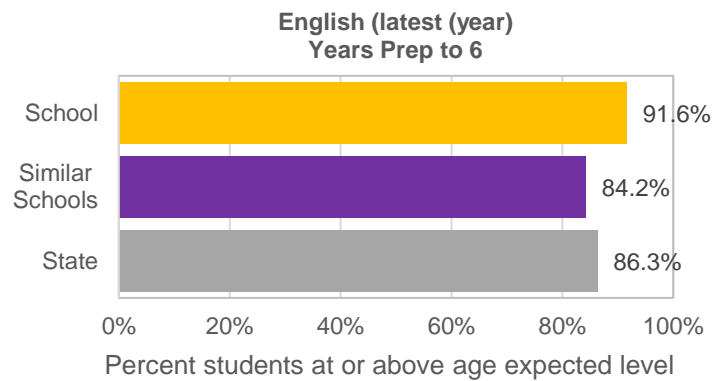
91.6%

Similar Schools average:

84.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

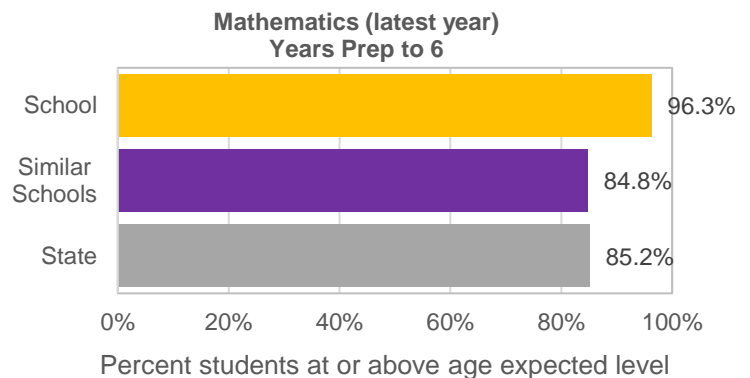
96.3%

Similar Schools average:

84.8%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

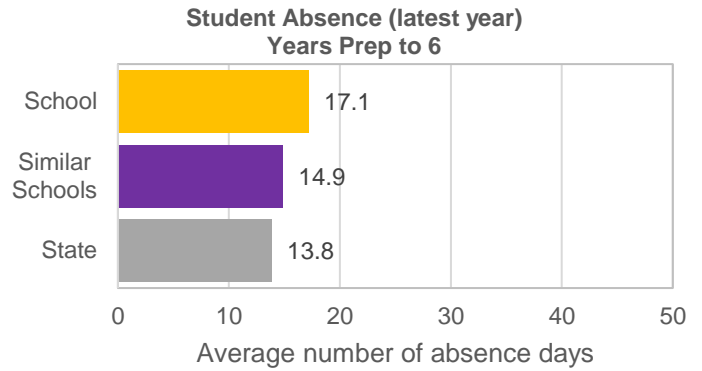
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.1	16.4
Similar Schools average:	14.9	15.3
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	92%	92%	91%	90%	95%	89%

**WELLBEING**

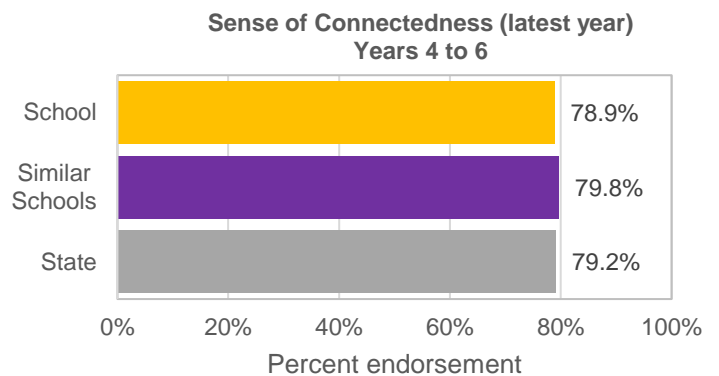
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	78.9%	81.9%
Similar Schools average:	79.8%	80.1%
State average:	79.2%	81.0%



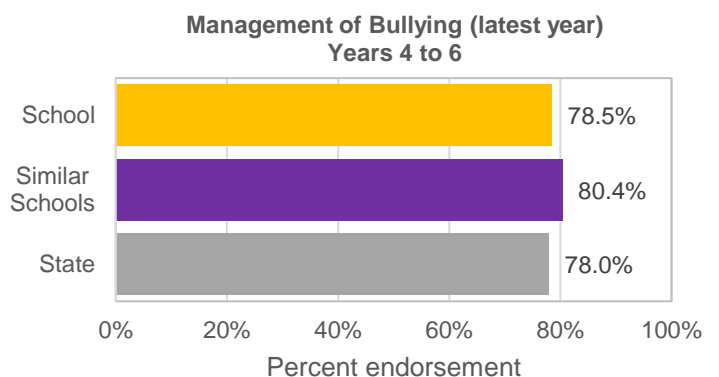
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	78.5%	81.2%
Similar Schools average:	80.4%	80.5%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,691,785
Government Provided DET Grants	\$284,052
Government Grants Commonwealth	\$7,000
Government Grants State	\$11,055
Revenue Other	\$11,426
Locally Raised Funds	\$47,447
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,052,766</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$105,983
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$105,983</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,735,192
Adjustments	NDA
Books & Publications	\$666
Camps/Excursions/Activities	\$13,056
Communication Costs	\$1,946
Consumables	\$43,334
Miscellaneous Expense <sup>3</sup>	\$8,977
Professional Development	\$2,655
Equipment/Maintenance/Hire	\$34,018
Property Services	\$106,471
Salaries & Allowances <sup>4</sup>	\$52,588
Support Services	\$2,520
Trading & Fundraising	\$14,668
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,909
<b>Total Operating Expenditure</b>	<b>\$2,036,001</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$16,765</b>
<b>Asset Acquisitions</b>	<b>NDA</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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$354,431
Official Account	\$3,274
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$357,705</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,370
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$17,615
School Based Programs	\$88,839
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$12,073
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$21,726
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$55,952
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$279,575</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.*