

2021 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 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 25 March 2022 at 01:19 PM by Lizzie Tout (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 28 April 2022 at 12:21 PM by Karen Spong (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, 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.

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.

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)

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.

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.

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

School context

Hamilton North Primary School's vision is to continue to develop and strengthen a culture that is inclusive, safe and conducive to effective learning and high levels of student achievement from Prep to Grade 6. To achieve this we need to deepen our understanding of differentiation and create a challenging environment for our students to learn. Our school will continue its commitment to establishing and maintaining strong and healthy relationships with teachers, students and parents. Our school community believes that the development of positive learning environments and relationships are essential to student wellbeing and achieving high academic outcomes.

The student population in 2021 of the school was 214 and is drawn from the immediate locality, the wider Hamilton community and outlying rural areas. Students travel to school by private car, bike or by using the bus services for country and town areas. Our current Student Family Occupation Index is Medium, indicating that our students families have occupations

Our school aims to provide a caring, dynamic and supportive learning environment that encourages all students to achieve and develop the necessary skills, knowledge and behaviours to become valued and productive members of the community.

Our school has developed as a community of learners a strong value base that underpins the work and philosophy of the school. The True North Values of Integrity, Empathy, Cooperation, Respect and Responsibility can be articulated by all stakeholders in the school including students and guide the school in providing a reference point for decisions and actions.

The Hamilton North Primary School mantra is that "Everybody is Responsible for Every Child". Staff work closely as a team to support students to reach their potential and achieve the goals of the school.

Staffing consists of the Principal and 15.4 Full Time Equivalent staff, made up from 6 full time teaching staff, 7 part time teaching staff, a Business Manager, one administration assistant, four part time integration aides and a part-time IT technician. In 2021 our students were arranged into nine grades – two Foundation/One classes, one grade 1/2 class, one 2/3 class, two grade 3/4 classes, three grade 5/6 classes. We offered a specialist program consisting of weekly Art, Physical Education and Library lessons for all year levels and Music (choir) for selected students in grades 3 to 6. LOTE (Mandarin) is taught from Foundation to grade 6.

Our curriculum has a strong focus on Literacy and Numeracy. Classroom teaching is explicit and focussed upon individual student improvement. Teachers routinely collect and interpret student assessment data to construct learning tasks directed at the students' point of need in reading, writing, and numeracy.

All students are involved in sporting and swimming programs, camps and excursions and music/drama performances. Opportunities are also available for leadership development through student representation on Junior School Council and the Green Team (Grades 3-6), School and House Captains (Grade 6) and leading Student Assemblies (Grade 6). All students from Foundation to Grade 6 will have regular opportunities to present their work and speak at assembly.

Hamilton North Primary School has a restorative approach to student discipline and wellbeing. 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 gives our school a calm, orderly and positive atmosphere for children and staff. The school also has highly skilled staff available to support students' wellbeing.

Framework for Improving Student Outcomes (FISO)

As is well known 2021 was a very disruptive year for education in Victoria with significant periods of Remote Learning

interrupting the normal routines of learning. In term 4, the school went through a review, this review was completed at the end of 2021 and a new Strategic Plan was created.

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 built on this further in 2021. 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 has form strong goals within our new Strategic Plan.

Providing students with worked examples and feedback was also an intended focus in 2021. 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.

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. 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. Writing will continue to be a focus in our new Strategic Plan, specifically increasing the growth of students writing achievement and developing their joy for writing.

Tutoring programs were put in place to support students after remote learning disruptions. This will continue in 2022. Along side the tutoring program, is the Student Excellence program, this is supported by the Department of Education, in 2021 we had 8 students go through the program throughout the year.

As a part of the school's review, the staff assessed themselves as a collective against their achievements of the FISO improvement cycle, this was clarified throughout the review process, FISO itself has recently gone through a review and modified its assessment criteria. As a part of the new Strategic Plan and 2022 Annual Implementation, staff have created goals to achieve linked to the implementation of FISO 2.0.

Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. The school met their 12-month targets in one of the four identified areas, 100% of students deemed capable to achieve at least one year's growth in learning in Reading, Writing, and Number and Algebra.

Tutoring was implemented to support students using a withdrawal intervention pedagogy, students had some success with this process, leading to further investigation on how to better this process in 2022.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

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.

Teacher Judgement data (based on class work, observations and a variety of assessment tools) showed that in English majority of students tracked above the state average of achievement. In Mathematics majority of students tracked above the state average of achievement.

Engagement

Hamilton North Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity.

This year the School focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2021 included programs such as School Leaders Program, Step Up / Transition Program. Students were also engaged in the 'My Business Rules' program either as business owners or as customers. The money raised has been donated to the Western District Health MRI fund raiser and will also go into the redevelopment of the school's cricket nets.

The school had a focus on Happy, active and healthy kids, Runners Club was relaunched to encourage regular exercise in our students, as well as developing outdoor learning spaces, such as the one used by the junior part of the school to support the Discovery learning program.

In 2021, 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, and made phone calls after extended periods of absences. The school works closely with the KESO and other support areas within the Hamilton region to re-engage students who have chronic absences. Our attendance during remote learning was similar to the attendance while onsite.

Wellbeing

In 2021 results in most areas of AToSS are in the 3rd quartile. Through these outcomes, Hamilton North Primary School has a 'higher' comparison to like schools and state average when measuring Sense of Connectedness and Management of Bullying.

Student wellbeing continues to be a focus. If students are not feeling safe learning can often be difficult. In 2021 the school continued to promote a positive learning environment for all students through Restorative Practices and Values Education (True North Values).

Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, out performing the state average, HNPS 92.7% and state average 81.8%. The school is looking forward to welcoming parents back onsite in 2022, to continue this strong connection.

The staff satisfaction, according to the School Staff Survey, 87%, higher than the state average of fell within the 60% of all Victorian school and was even with the state median.

Finance 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 2022 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 contactors 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 214 students were enrolled at this school in 2021, 86 female and 128 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).

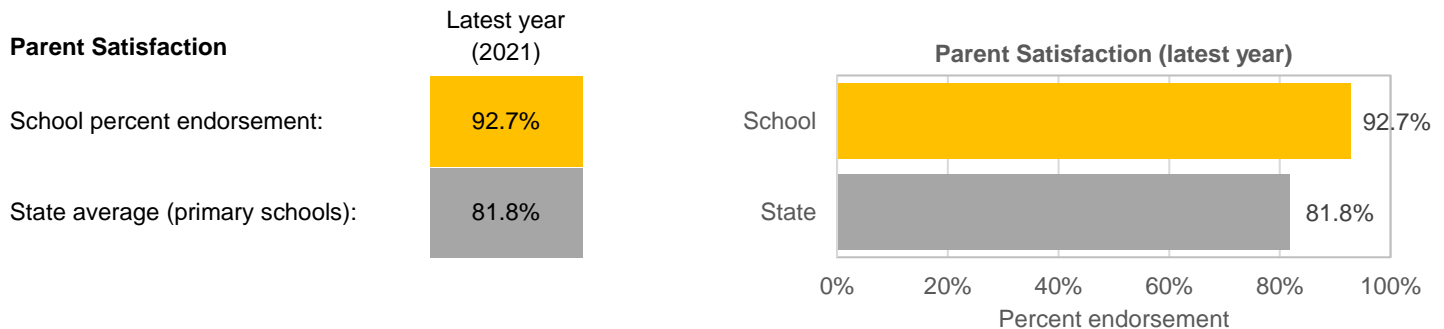
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

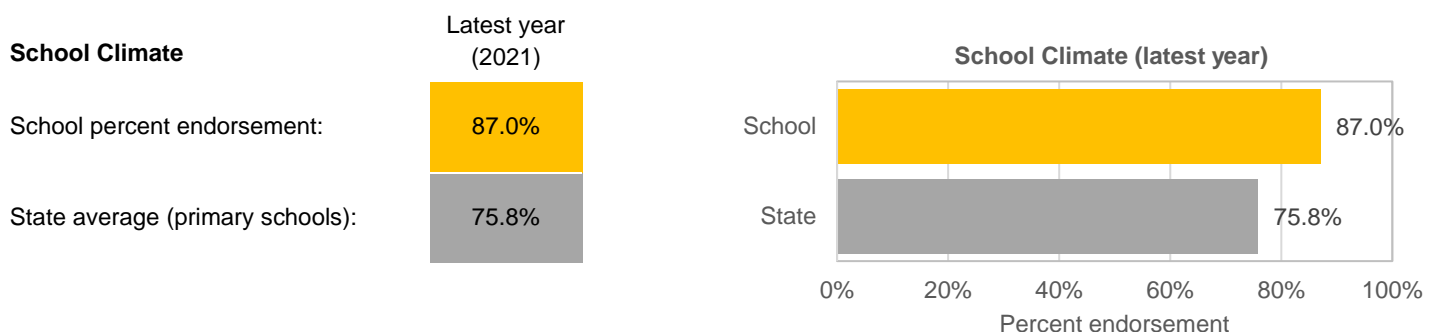


School Staff Survey

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:

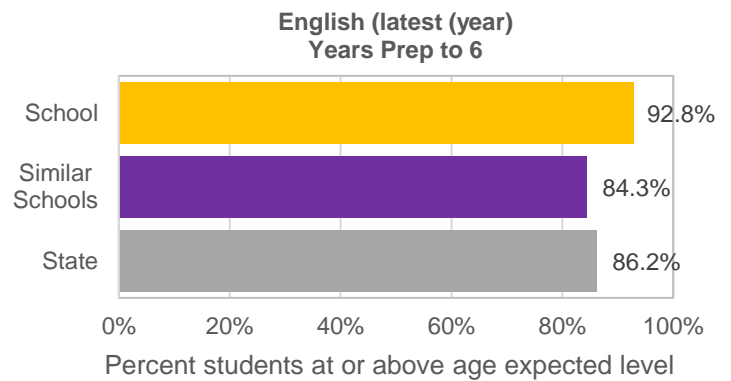
92.8%

Similar Schools average:

84.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

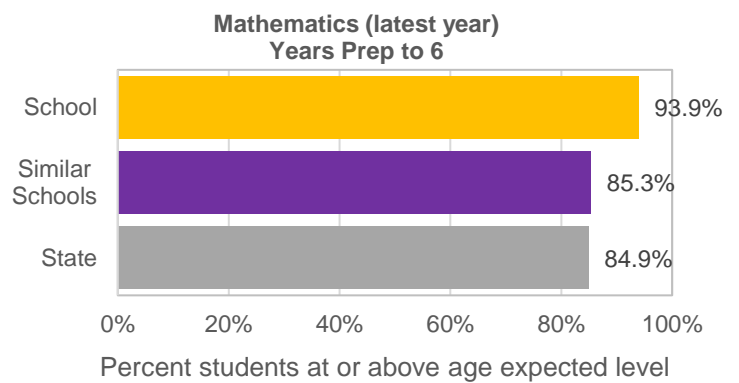
93.9%

Similar Schools average:

85.3%

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.

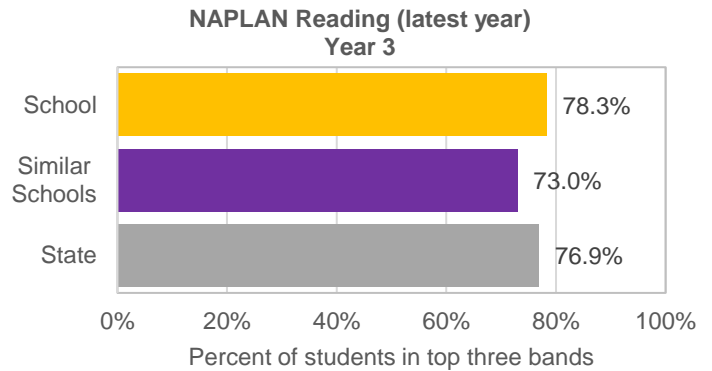
NAPLAN

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.

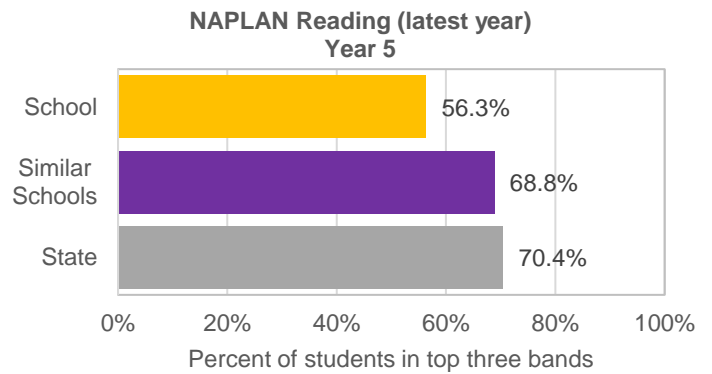
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.3%	75.0%
Similar Schools average:	73.0%	73.0%
State average:	76.9%	76.5%



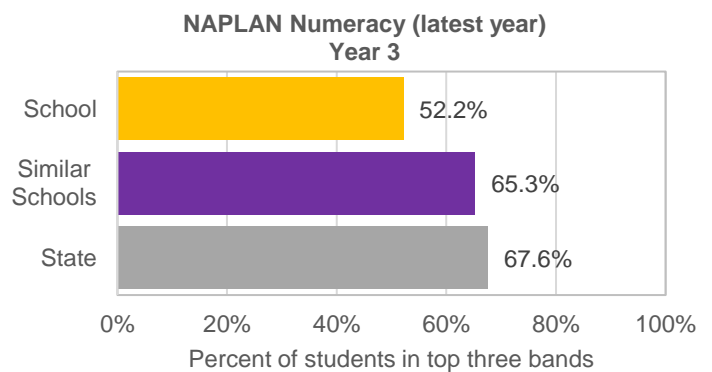
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	67.2%
Similar Schools average:	68.8%	62.6%
State average:	70.4%	67.7%



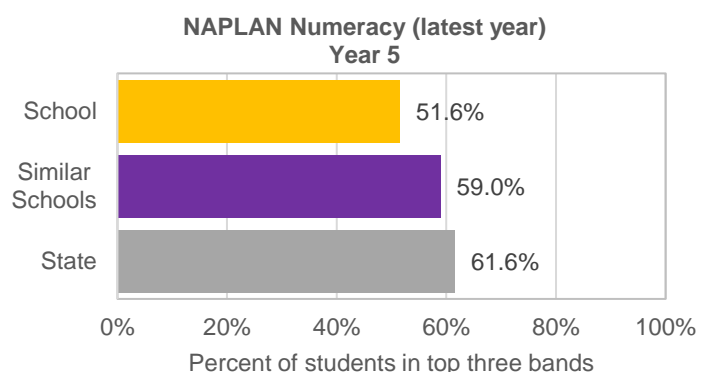
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.2%	60.2%
Similar Schools average:	65.3%	68.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.6%	61.0%
Similar Schools average:	59.0%	54.2%
State average:	61.6%	60.0%



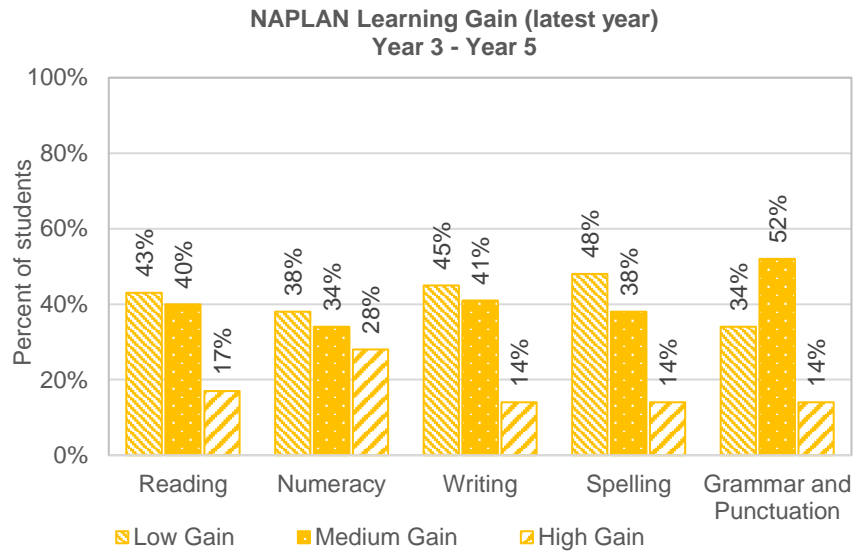
ACHIEVEMENT (continued)

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:	43%	40%	17%	21%
Numeracy:	38%	34%	28%	21%
Writing:	45%	41%	14%	18%
Spelling:	48%	38%	14%	18%
Grammar and Punctuation:	34%	52%	14%	17%



ENGAGEMENT

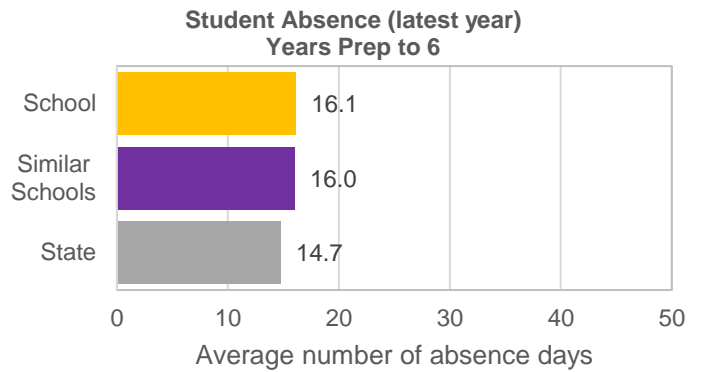
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.1	16.6
Similar Schools average:	16.0	15.4
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):	92%	92%	91%	93%	89%	92%	94%

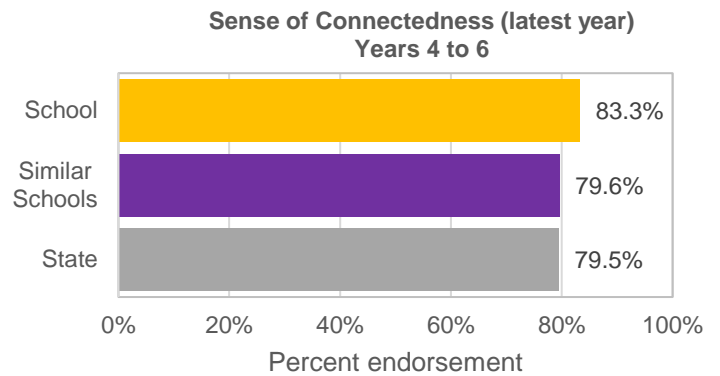
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.3%	82.1%
Similar Schools average:	79.6%	79.7%
State average:	79.5%	80.4%

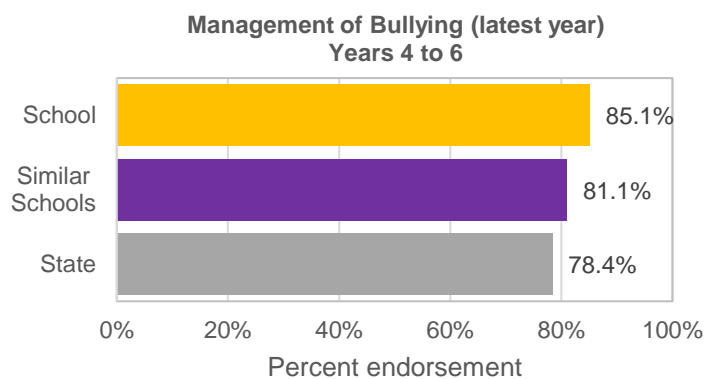


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	85.1%	81.3%
Similar Schools average:	81.1%	80.5%
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	\$1,785,518
Government Provided DET Grants	\$300,365
Government Grants Commonwealth	\$3,000
Government Grants State	\$0
Revenue Other	\$14,442
Locally Raised Funds	\$84,319
Capital Grants	\$0
Total Operating Revenue	\$2,187,645

Equity ¹	Actual
Equity (Social Disadvantage)	\$108,747
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$108,747

Expenditure	Actual
Student Resource Package ²	\$1,785,778
Adjustments	\$0
Books & Publications	\$1,498
Camps/Excursions/Activities	\$44,459
Communication Costs	\$2,143
Consumables	\$47,726
Miscellaneous Expense ³	\$9,030
Professional Development	\$1,632
Equipment/Maintenance/Hire	\$40,684
Property Services	\$113,148
Salaries & Allowances ⁴	\$71,369
Support Services	\$340
Trading & Fundraising	\$19,542
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,633
Total Operating Expenditure	\$2,156,982
Net Operating Surplus/-Deficit	\$30,663
Asset Acquisitions	\$17,893

- (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	\$374,319
Official Account	\$401
Other Accounts	\$0
Total Funds Available	\$374,721

Financial Commitments	Actual
Operating Reserve	\$54,213
Other Recurrent Expenditure	\$7,229
Provision Accounts	\$0
Funds Received in Advance	\$18,259
School Based Programs	\$162,949
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,830
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,470
Capital - Buildings/Grounds < 12 months	\$39,608
Maintenance - Buildings/Grounds < 12 months	\$30,163
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$374,721

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.