

## 2015 Annual Report to the School Community

Hallam Primary School

School Number: 244



Name of School Principal: Julie Macfarlane  
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Name of School Council President: James Allen  
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Date of Endorsement: 17.03.2016  
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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey. The school has over forty-two languages other than English. The school grounds also accommodate Hallam Kindergarten and Maternal Health services, and adjoin the Hallam Senior Secondary College. The learning environment includes a mixture of contemporary and upgraded learning spaces. The enrolment hovers around 420 students, influenced by high student mobility; up to 30% of students may transfer in or out during any school year.

Hallam PS provides an inclusive learning environment. The 2015 Peer Review Report acknowledged the strength of the positive school culture where staff work collaboratively, develop learning partnerships and take collective responsibility for students' learning and wellbeing. This is consistent from Foundation, where many students enter the school developmentally vulnerable, according to AEDI domains and EOI data, but make "progressive and impressive gains" throughout to Year 6. These gains are obtained through a structured learning environment that balances explicit teaching with inquiry, and provides a range of experiences to enrich students' learning.

Hallam Primary School continues to promote its values of *learning for success, persistence, positive partnerships, mutual respect, trust* and *environmental awareness* as key constituents of future school planning and development. The school demonstrates a commitment by all staff to improving learning and teaching, and continually improving wellbeing, learning opportunities and outcomes for all students.

### Achievement

Over the course of the last Strategic Plan (2012-2015), Hallam PS made impressive gains in student learning outcomes. Overall student performance in Literacy and Numeracy in NAPLAN was one standard deviation below state benchmarks and equating to similar schools with similar student characteristics. Performance was generally better in Literacy dimensions than in Numeracy, however 2015 NAPLAN data also demonstrated an improving trend for Year 3 Numeracy matching state benchmarks. With the high mobility factor having the capacity to affect achievement data, the performance of students with two or more years at the school typically exceeds that of the whole student cohort. Teacher AusVELS assessments indicate 80-100% at or above expected levels, while multiple data sources provide evidence of consistent and appropriate growth at each year level. The 2015 Peer Review Report noted the school's commitment to rigorous assessment and moderation to ensure accuracy in reporting student performance, and clear evidence of the school's ability to continually 'value add' to students' learning.

### Engagement

Hallam PS implements a methodology of shared professional learning (including peer coaching and instructional rounds), sufficient time to explore and adapt and appropriately timed implementation. Curriculum units provides scope to engage students in socially relevant programs, while the ICT-rich learning environment promotes expanding digital learning possibilities from F-6. The literacy programs, Doorways into Practical Literacy (DiPL) and VCOP and Big Write, have a positive impact upon student performance in writing and spelling, while a more developmental focus is being implemented with Mathematics. The school also provides five specialist programs; Science (STEM), Physical Education, Performance Arts, Stephanie Alexander Kitchen-Garden and LOTE Indonesian. Hallam PS continues to build upon successful, existing programs and the development of teacher capacity to provide a guaranteed and viable curriculum for continuing improvement. There is a strong focus on the individual learning at their point of need, and the use of data to differentiate learning, which further enhances students' engagement and attendance.

## Wellbeing

Hallam PS caters for student wellbeing by implementing whole school programs around behaviour management using Restorative Practices, Assertive Discipline, KidsMatter and e-Smart. The Assistant Principal's role is allocated to student wellbeing, supporting efficient coordination of ancillary personnel and Education Support staff to further strengthen welfare outcomes. The school effectively manages behavioural issues that can impact upon classroom behavioural expectations, and the successful provision of a safe and secure environment was strongly endorsed by student leaders when interviewed by Peer Reviewers. Students also demonstrate high expectations of their own behaviour. The school seeks to support and develop empathy and resilience in students. Promotion of 'student voice' through the Student Leadership Team, and making effective use of student feedback, is a strong feature of student learning, engagement and wellbeing.

## Productivity

The school successfully manages workforce planning to ensure optimum coverage for core learning areas and staffing for specialist teaching and student support, including the contracting of speech and occupational therapists. In addition, Hallam PS successfully budgets for its commitment to providing the kitchen and garden staff for the Stephanie Alexander Kitchen Garden program. A strong component of human resource management is the effective, distributive leadership model which is evident through the collegiate, collaborative and effective whole school approaches. Associated with this is an experienced and highly effective leadership team that underpins the positive learning environment at Hallam PS. Effective allocations for professional learning and upgrading of digital technologies have also successfully impacted upon teacher capacity and improved student outcomes.

For more detailed information regarding our school please visit our website at  
<http://www.hallam-ps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 421 students were enrolled at this school in 2015, 203 female and 218 male. There were 48% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



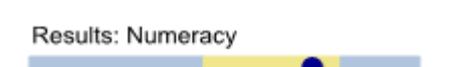
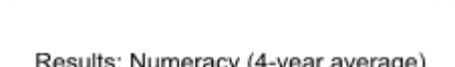
## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>62%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>58%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>59%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>44%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	62%	12%	Numeracy	13%	58%	30%	Writing	31%	59%	10%	Spelling	21%	44%	36%	Grammar and Punctuation	23%	49%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>93 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	95 %	94 %	93 %	95 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	95 %	94 %	93 %	95 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

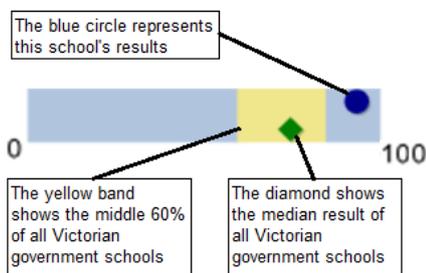
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

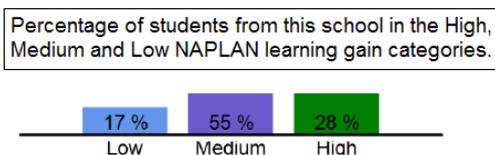
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well, and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

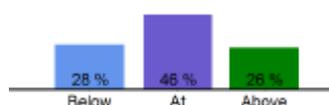
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,094,874
Government Provided DE&T Grants	\$740,805
Government Grants Commonwealth	\$19,225
Revenue Other	\$40,474
Locally Raised Funds	\$188,872
<b>Total Operating Revenue</b>	<b>\$4,077,260</b>

Expenditure	
Student Resource Package	\$2,980,149
Books & Publications	\$8,351
Communication Costs	\$4,258
Consumables	\$71,240
Miscellaneous Expense	\$317,382
Professional Development	\$11,373
Property and Equipment Services	\$439,102
Salaries & Allowances	\$297
Trading & Fundraising	\$39,409
Travel & Subsistence	\$468
Utilities	\$24,906
<b>Total Operating Expenditure</b>	<b>\$3,896,936</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$180,324</b>
<b>Asset Acquisitions</b>	<b>\$44,352</b>

### Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$1,018,934
Official Account	\$7,141
<b>Total Funds Available</b>	<b>\$1,026,074</b>
Financial Commitments	
Operating Reserve	\$111,389
Asset/Equipment Replacement < 12 months	\$140,000
Capital - Buildings/Grounds incl. SMS<12 months	\$150,000
Maintenance - Buildings/Grounds incl. SMS<12 months	\$50,000
Revenue Received in Advance	\$19,129
School Based Programs	\$141,452
Asset/Equipment Replacement > 12 months	\$140,000
Capital - Buildings/Grounds incl. SMS>12 months	\$150,000
Maintenance -Buildings/Grounds incl. SMS>12 months	\$63,733
Repayable to Debt	\$371
Other Recurrent Expenditure	\$60,000
<b>Total Financial Commitments</b>	<b>\$1,026,074</b>

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc. Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

Hallam Primary School's financial position remains in surplus through careful, strategic management of resources derived from both the Student Resource Package and locally raised funds. A strong financial position enables the sustainable resourcing of additional support personnel, effective learning and teaching programs and an ICT-rich learning environment. Implementation of the School Council's approved financial plan supports long-term strategic planning rather than year-by-year planning. In 2015 School Council updated all ICT equipment, providing interactive panels in all teaching spaces and a 1:2 computer to student ratio, as well as installing a new playground for Years 2-4 students.

