2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Hallam Primary School

School Number: 244

Name of School Principal:	Julie Macfarlane
Name of School Council President:	Lisa Haisila
Date of Endorsement:	16 March 2017

VICTORIA State Government | Education and Training

About Our School

Hallam Primary School is situated within one of the most culturally diverse communities within the City of Casey. The overall socio-economic profile, based on the school's *Student Family Occupation and Education index* (SFOE) which takes into account parents' occupations and education, is 'low'. The school community includes over forty languages other than English. In 2016, the enrolment comprised at least 62% *English as an Additional Language* (EAL) students. The enrolment fluctuated between 422 and 439 throughout 2016 as a consequence of student mobility. The school had 27 equivalent full-time Teaching staff: a Principal, Assistant Principal, 25 Teachers and 18 or 10.4 EFT Education Support staff. The learning environment is comprised of a mixture of contemporary and upgraded learning spaces.

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 striving to improve outcomes for all students. Parent satisfaction in 2016, as derived from the *Parent Opinion* survey, was higher than the State Median.

Hallam Primary School 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 wholly allocated to student wellbeing, supporting efficient coordination of ancillary personnel and Education Support staff to further strengthen wellbeing outcomes. Hallam Primary School personnel are all cognisant of the school's *Restorative Practices* and *Assertive Discipline* procedures, which are aligned across the school. Any behavioural issues that might impact on classroom expectations are effectively managed, ensuring provision of a generally safe and secure environment. Hallam Primary School is Child Safe Standards compliant and has zero tolerance of child abuse.

Hallam Primary School provides an inclusive learning environment. Staff work collaboratively, develop learning partnerships and take collective responsibility for students' wellbeing and learning. This is consistent from Foundation, where at least 50% of students enter the school developmentally vulnerable according to the 2015 *Australian Early Development Census* (AEDC), and make progressive gains through to Year 6. These gains are obtained through a structured learning program that balances explicit teaching with inquiry, and provides a range of experiences to enrich students' learning.

Hallam Primary School implements a methodology of shared professional learning (including peer observation and peer coaching), sufficient time to explore and adapt, and appropriately timed implementation. MAPPEN online curriculum units provide scope to engage students in academically and socially relevant programs, while the ICT-rich learning environment promotes expanding digital literacies from Foundation-Year 6, including coding and robotics. The literacy programs, Doorways into Practical Literacy (DiPL), and Big Write and VCOP, have a positive impact upon student performance in writing and spelling, while a more developmental focus is being implemented with Mathematics. In 2016 the English Committee investigated a variety of Reading benchmark systems, and identified Fountas & Pinnell for implementation in 2017.

The school prioritises core learning areas and staffing for specialist teaching and student support, including the contracting of speech and occupational therapists. An effective, distributive leadership model is evident through the 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 Primary School.

In 2017 Hallam Primary School will operate nineteen, mostly multi-age, classes and a range of specialist programs including Science, Design Space *(Design & Digital Technologies)*, Physical Education, The Arts, Stephanie Alexander Kitchen and Garden, and LOTE Indonesian. Hallam Primary School continues to build upon successful, existing programs and the development of teacher capacity to deliver a guaranteed and viable curriculum for continuing improvement. There is a strong focus on the individual learning at their point of need, rigorous assessment and moderation processes, and the use of data to differentiate learning which further enhances students' engagement and attendance.

Framework for Improving Student Outcomes (FISO)

The FISO assists schools to focus effort across four priorities: Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. Under these priorities, Hallam Primary School has chosen to focus on the initiatives of Building practice excellence, Curriculum planning and assessment, Empowering students and building school pride, Setting expectations and promoting inclusion, and Building Communities.

Teachers' capacity in Mathematics, STEM, Coding and Robotics, Growth Mindset and 'mindfulness' was enhanced through professional reading, professional development, peer observation and coaching. MAPPEN was reviewed against the Victorian Curriculum F-10 in preparation for 2017 implementation. PAT assessment data assisted teachers to consult with students to develop Formative Assessment Plans. Learning across the areas of design and digital technologies was enhanced by additional technical support, and the lease/purchase of PC and notebook computers, NAO humanoid robots, iPads, Samsung VR Gear, 3D printers, HTC Vive and TiltBrush, and additional STEM and Science resources.

Workforce planning supported the employment of a multi-lingual ES to support making links within the community, an increase in Speech Pathology services, and teaching personnel to support Maths intervention programs. Links to community included re-establishing connections with the Hallam Kindergarten, and establishing a Breakfast Club and community Playgroup.

Achievement

At Hallam Primary School we establish high expectations for students' learning. Multiple data sources are used to provide evidence of individual learning growth, as well as learning growth at each year level. All students who identify as Koori, are in Out of Home Care (OoHC), are in receipt of Program for Students with Disabilities (PSD) funding, or are identified as working below or above their indicative achievement level, have Individual Learning Plans (ILP) and regular Student Support Group (SSG) meetings. In 2016 the AusVELS Curriculum Frameworks was implemented.

Teacher judgements of students' learning achievements are determined through a rigorous process of assessment and moderation involving students' demonstrating learning expectations with 80% accuracy 80% of the time. The data indicates that teacher judgements of students' achievements in English were 'lower', while teacher judgements of students' achievements in Mathematics were 'similar', in comparison to the Median of Victorian government primary schools.

NAPLAN data indicated a 'Higher' proportion of students achieving in the top three NAPLAN bands in Reading, Writing and Numeracy at Year 3. Relative to the similar schools group, Hallam Primary School's result was well above the results for primary schools with similar characteristics. NAPLAN data indicated that Reading and Numeracy at Year 5 were 'Similar', while Hallam Primary School's result for Writing was well above the results for primary schools with similar characteristics.

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 the sector in the same year level who had the same score two years prior). The learning gain of students at Hallam Primary School from Year 3 to Year 5 indicates that in Reading, 75% made Medium-High gain, in Numeracy, 74% made Medium-High gain, in Writing, 83% made Medium-High gain, in Spelling, 84% made Medium-High gain, and in Grammar and Punctuation, 66% made Medium-High gain.

Curriculum Framework implemented in 2016

☐ Victorian Early Years Learning and Development Framework ☒ AusVELS ☐ Victorian Curriculum ☐ A Combination of these

Engagement

Research indicates that absence from school can have a seriously detrimental impact on learning because foundation concepts, critical to 'scaffolding' future learning, can be missed. Absence from school can also have a negative impact on social interactions and the development of friendships. The combination of these elements can create a spiralling decline in a student's school attendance. Hallam Primary School implements a student 'wellbeing' intervention focus designed to underpin students' engagement in their learning. There is a high level of interaction between the school and home, and students' attendance is closely monitored.

Hallam Primary School implements learning programs designed to engage the learner beyond the core academic subjects of English and Mathematics. From Foundation to Year 6, there is a strong 'specialised' focus on science, coding, robotics, food technology, creative arts, literature, health and physical education and learning another language. Teachers also offer a range of lunchtime programs to engage students in activities   from these specialist areas, including activities such as Indonesian Dance Club, Drama Club and Coding Club. This array seeks to provide something of interest to the majority of students.

There is also a focus on empowering students to take responsibility for their learning achievements through the use of their assessment data, consultation with their class teacher and the regular development of individual Formative Assessment Plans. Hallam Primary School's attendance data indicates that students' attendance from Foundation to Year 6 in 2016 ranged from 92%-94% attendance. This data indicates that Hallam Primary School's attendance rate was 'Higher' than expected, given the background characteristics of students. Data indicates that the 4-year average attendance data for Hallam Primary School was also 'Higher'.

Wellbeing

Hallam Primary School caters for student wellbeing by implementing aligned school practices in relation to students' behaviour management based on Restorative Practices, Assertive Discipline, KidsMatter and e-Smart. Teaching staff are regularly inducted and trained in the school's student management practices, as well as the Department of Education and Training's (DET) annual Mandatory Reporting professional development and Child Safe Standards compliance requirements. Students also demonstrate high expectations of their own behaviour. This underpins the school's safe, secure and orderly environment.

The Assistant Principal's role is designated as 'Wellbeing'. This provides a dedicated link between school and home in relation to the management of students' wellbeing and attendance. This supports constructive and purposeful communications between parent-school-teacher in the interests of the student, and quite often, the family.

The Assistant Principal, in consultation with the Principal, co-ordinates ancillary services personnel and Education Support personnel to further strengthen students' wellbeing and learning outcomes. Liaison with a range of agencies such as Child First, State Schools Relief, Food Bank, Department of Health and Human Services (DHHS), etc. is undertaken by the Assistant Principal to provide critical support and intervention. Senior personnel support all teachers with Mandatory Reporting requirements, as necessary.

Hallam Primary School provides all students with daily access to *Breakfast Club*, which operates from 8:30am and ensures students can start the day with a healthy breakfast. Generous local businesses and community members support *Breakfast Club* through donations of bread, condiments and fresh fruit, for which the school is extremely grateful. School Council also supports *Free Fruit Friday* for students, ensuring that all students have access to fresh fruit every week.

Hallam Primary School seeks to support and develop empathy and resilience in students. During 2016, teachers also developed their knowledge, language and skills in relation to developing *'Growth Mindsets'*. Teachers also participated in professional development in relation to *'mindfulness'* and how it can be implemented in the classroom to enhance students' management of anxiety through relaxation. Promotion of 'student voice' through the Student Leadership Team, and making effective use of student feedback, is also a strong feature of student learning, engagement and wellbeing. Data from the 2016 *Student Attitudes to School* survey, *Connectedness to School* factor, indicates that Hallam Primary School's average score was 'Similar' to all Victorian government school students in Years 5 and 6. Data also indicated that both the *Connectedness to School* and *Student Perceptions of Safety*, have been 'Similar' to all Victorian government school students in Years 5 and 6 over a 4-year period.

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

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 422 students were enrolled at this school in 2016, 203 female and 219 male.
There were 62% 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 and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

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

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ————————————————●▢◆—— 100 Results: Mathematics 0 ————————————————●▢◆ 100	⬤ Lower 🟢 Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Similar Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 25 % (Low) 57 % (Medium) 18 % (High) **Numeracy** 26 % (Low) 51 % (Medium) 23 % (High) **Writing** 17 % (Low) 64 % (Medium) 19 % (High) **Spelling** 16 % (Low) 64 % (Medium) 20 % (High) **Grammar and Punctuation** 34 % (Low) 48 % (Medium) 18 % (High)	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	🔵 Higher 🔵 Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	93 %	93 %	93 %	93 %	92 %	94 %

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Lower Similar

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, P-12 and specialist schools, 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.
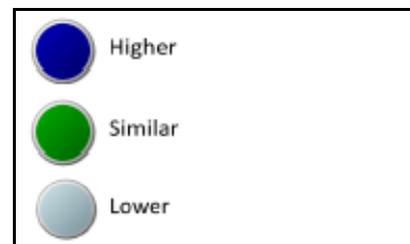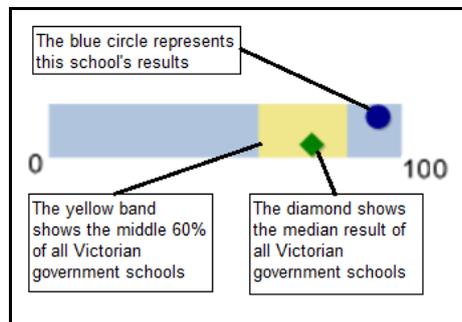
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
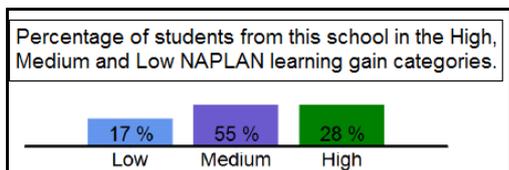
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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

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.

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 and position commentary

Hallam Primary School's financial position remains in surplus through purposeful, strategic management of all available resources derived from the Student Resource Package, School Council's investment account and locally raised funds. The strong financial position ensures Hallam Primary School can be responsive to emerging educational initiatives in the interests of our students' equity of access to learning. The careful implementation of the School Council's annually approved financial plan supports long-term strategic planning rather than year-by-year planning. Long-term viability of the school's core and specialized learning programs is a focus, in particular the next planned expansion of ICT, robotics and design technologies equipment in 2018, the ongoing provision of essential technical support, access to MAPPEN and PAT assessment tools, expansion of core English and Mathematics resources, continuity of the *Design Space,* the Kitchen and Garden programs and the *Breakfast Club* including the necessary levels of Teaching, Education Support and Ancillary personnel to sustain programs beyond the initial funding period. In 2016 School Council approved expenditures spanning a range of initiatives to support the implementation of the 2016 Annual Implementation Plan and a range of building maintenance works.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$3,112,592
Government Provided DET Grants	$1,155,609
Government Grants Commonwealth	$16,184
Revenue Other	$27,417
Locally Raised Funds	$169,374
Total Operating Revenue	**$4,481,175**

Expenditure	
Student Resource Package	$3,106,195
Books & Publications	$652
Communication Costs	$9,882
Consumables	$109,170
Miscellaneous Expense	$310,488
Professional Development	$14,304
Property and Equipment Services	$434,806
Salaries & Allowances	$50
Trading & Fundraising	$27,884
Utilities	$32,863
Total Operating Expenditure	**$4,046,293**
Net Operating Surplus/-Deficit	**$434,882**
Asset Acquisitions	**$41,785**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$417,508
Official Account	($266)
Other Accounts	$1,000,000
Total Funds Available	**$1,417,241**

Financial Commitments	
Operating Reserve	$137,050
Asset/Equipment Replacement < 12 months	$120,000
Capital - Buildings/Grounds incl SMS<12 months	$130,872
Maintenance - Buildings/Grounds incl SMS<12 months	$40,000
Revenue Receipted in Advance	$34,718
School Based Programs	$54,001
Repayable to DET	$600
Other recurrent expenditure	$50,000
Asset/Equipment Replacement > 12 months	$250,000
Capital - Buildings/Grounds incl SMS>12 months	$450,000
Maintenance -Buildings/Grounds incl SMS>12 months	$150,000
Total Financial Commitments	**$1,417,241**

Student Resource Package Expenditure figures are as of 06 March 2017 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.