

# 2022 Annual Report to the School Community

School Name: Hallam Primary School (0244)



- 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 of the previous calendar year 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 16 March 2023 at 02:56 PM by Julie Macfarlane (Principal)

- This 2022 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 27 March 2023 at 08:29 PM by Lisa Haisila (School Council President)

## How to read the Annual Report

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### 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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

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## School context

Hallam Primary School's vision is to provide, in partnership with students and parents/guardians, an inclusive, supportive and engaging learning environment that promotes the development of learners with necessary skills, knowledge and values to respond effectively to a rapidly changing and complex global environment. Hallam Primary School's mission is to ensure a high-quality and coherent Foundation to Year 6 learning and development program for every student. Hallam Primary School's objective is to ensure all students leave our school as prepared as possible for the next phase of their education. The school values of *trust, persistence, learning for success, positive partnerships, mutual respect* and *environmental awareness* are fostered.

Hallam Primary School is situated in the culturally diverse community of Hallam in the City of Casey. Hallam Primary School is consistently identified as a low-SES, high-disadvantage school with a Student Family Occupation Education (SFOE) Index around 0.52, which is categorised as 'HIGH', and an Index of Community Socio-Educational Advantage (ICSEA) around 950 (Av. 1000).

2022 February Census data reflects an enrolment of 364 students, including one international student. Almost forty languages other than English were represented within the student body. Approximately 73% identified as Language Background other than English (LBOTE); 6% as non-English speakers; 46% were female students and 54% were male students; 12% identified as refugees; 4% with a disability; around 2% with an Indigenous background; 1% 'at risk' and, for each year level cohort, between 10-40% were foreign-born students. 2022 Parent Opinion Survey data indicates the Parent Satisfaction is 84.6%, which was higher than the State average.

Hallam Primary School continues to provide a safe and supportive learning environment for students. Hallam Primary School respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe, respectful and inclusive school community. Everyone has the right to differing opinions and views and to raise concerns, as long as this is done respectfully. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour is unacceptable and will not be tolerated at this school.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Hallam Primary School's 2022 Annual Implementation Plan supported the DET 2022 Priorities of *Wellbeing and Learning*. The aim was the re-building of teacher professional practice in the effective implementation of core learning and wellbeing programs at Hallam Primary School to support students' engagement in their learning, and students' learning growth in literacy (Writing) and numeracy, with a particular focus on Year 5 2022 NAPLAN Numeracy data.

2022 provided the first full year of onsite learning at Hallam PS since 2019. Staff were excited to again be able to offer students full participation in school programs, as well a range of pre-pandemic learning opportunities such as excursions, camps, SAKG, swimming and a Year 6 Farewell. Hallam Primary School again implemented a range of intervention programs focused on improving literacy and numeracy, including the Tutor Learning Initiative facilitated by three experienced teachers working as Maths tutors within the 1-2, 3-4 and 5-6 cohorts.

In 2022, staff continued to re-establish core pedagogical knowledge, skills and practices, particularly in relation to successful, existing programs, while concurrently expanding and embedding Fountas & Pinnell, MacqLit (3-6) and MiniLit (1-2) programs, and the Orton Gillingham approach, within the school. External, internal and online professional development continued to be undertaken, and different programs and initiatives continued to be investigated in relation to how they might 'value add' to Hallam Primary School's existing programs and approaches in an effort to maximise students' learning.

PSD, Koorie, Out of Home Care and ASD students were all provided with appropriate Individual Learning Plans which were reviewed and updated each term by staff and parents/guardians during on-site or remote Student Support Group meetings. All students were assessed as having made positive learning and/or interpersonal progress against ILP goals during 2022. Formative Assessment Plans supported all students to work towards learning goals identified from their assessment data and academic needs.

2022 Teacher Judgements of student achievement in English and Mathematics, reflecting the percentage of Prep-Year 6 students working at or above age-expected standards, were lower than both the Similar Schools and State averages. While Teacher Judgements of student achievement in English and Mathematics generally reflected lower achievement than Similar Schools and State averages, 2022 NAPLAN data suggested the percentage of Hallam Primary School students in the top three bands of testing was generally higher. Year 3 NAPLAN Reading performance was higher than both Similar School and State averages, and Year 5 data was above Similar School but marginally below State averages. Year 3 NAPLAN Numeracy data suggested the percentage of Hallam Primary School students in the top three bands of testing was marginally lower than both Similar Schools and State averages, however, Year 5 Numeracy data was higher than both Similar Schools and State averages. Hallam Primary School's 4-year averages are consistently equal to or higher than Similar Schools. This data continues to underpin the rationale for implementation of the school's core interventions, wellbeing and teaching strategies.

## Wellbeing

Many students enter Hallam Primary School developmentally vulnerable, based on AEDI data and a range of 'risk' attributes. Hallam Primary School continues to cater for students' wellbeing by implementing whole school programs around behaviour management using Restorative Practices, Assertive Discipline, Respectful Relationships, BeYou and e-Smart. The Assistant Principal's role is comprehensively allocated to student wellbeing, supporting coordination of Allied Health personnel, and working with Hallam Primary School staff to further strengthen wellbeing outcomes. The school has effective and consistent student management protocols.

Education Support personnel work with students in various classrooms, and implement individual and small-group, follow-up programs developed by school-based therapists. Speech Pathologists, Psychologists, and an Occupational Therapist continued to provide additional, specialised therapeutic advice and support to staff and students at Hallam Primary School, designed to maximise students' developmental and academic growth to improve future opportunities.

Throughout the 2022 school year, Hallam Primary School continued to provide extensive health and wellbeing support to students, families and staff. This included teams monitoring the wellbeing of students, and continuation of access to school-based psychological services specifically targeting 'students at risk'.

AtoSS data suggested that students in Years 4-6 attending Hallam Primary School perceived a lower Sense of Connectedness when compared to students in Similar Schools and State. The perceptions of female students in the senior module were generally less positive. Management of Bullying data suggests marginally lower endorsement than Similar Schools and State.

## Engagement

The Average Number of Student Absence Days at Hallam Primary School for Prep-Year 6 students during 2022 was marginally lower than Similar School and State, as was the 4-year average. 2022 Attendance Rate by Year Level data indicates a slight decline across some year levels, to below 90% attendance. Symptomatic caution, COVID infection, illness, anxiety and overseas travel may have been contributing factors to a decline in the attendance rate in 2022.

The focus of Hallam Primary School's work continued to be:

- monitoring and supporting student and staff wellbeing
- developing students as active, self-regulating and accountable learners
- enhancing student voice and agency
- improving all students' outcomes in English literacy, with a particular focus on Writing
- improving all students' outcomes in Mathematics
- refreshing, refining and further aligning teacher pedagogical knowledge and skills, particularly in relation to Literacy and Numeracy
- enhancing teacher capacity in the use of assessment data to inform teaching, including expanded differentiation of students' learning.

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## Financial performance

Hallam Primary School Council has effectively and efficiently managed the funds it receives through the Student Resource Package over many years. The SRP includes equity funding based on data reflecting the level of disadvantage within the school community.

Equity Funding was fully expended to support staffing, core programs, resources and professional development. Understandably, there was again no expectation of raising additional funds locally during 2022.

Hallam Primary School's strategic financial and human resources management has ensured that Hallam Primary School has been able to maintain class sizes as low as possible, can provide equity of access to a 1:1 program for students, has ongoing capacity to provide students and staff with high-quality learning and teaching resources to support Victorian Curriculum expectations, can support the provision of a full time TSS/Technician, a part-time Speech Pathologist, Psychologist and Occupational Therapist, the Stephanie Alexander Kitchen and Garden personnel, a Breakfast Club coordinator, allocation of staff to support the Hallam Primary School Playgroups and can appropriately maintain and upgrade school facilities.

Hallam Primary School Council has continued to budget for annual investment in the school's curriculum programs. In 2022 this was focused particularly on replenishing literacy and numeracy resources. PC and Apple platforms are used by students from Foundation to Year 6 and all students learn coding and robotics, further enhancing their digital literacy. All students in Years 3-6 have an allocated school notebook for their online work at school.

Hallam Primary School Council allocated significant funds to a 3-Stage, covered walkway project. Following completion of Stage 1, approval delays coupled with the escalating costs of building materials required the remaining stages to be placed on hold. School Council also allocated funds to resurfacing the asphalt netball and basketball courts at the end of 2022. This area has been freshly lined for various team sports and has enhanced the school's facilities for students.

**For more detailed information regarding our school please visit our website at <https://hallam-ps.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 2.0 (FISO 2.0).

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 364 students were enrolled at this school in 2022, 166 female and 198 male.

64 percent of students had English as an additional language and NDP 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).

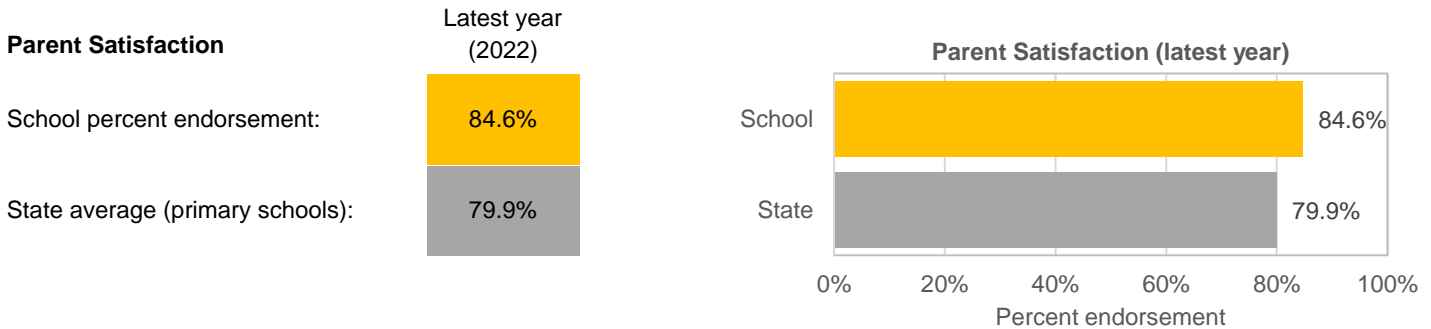
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

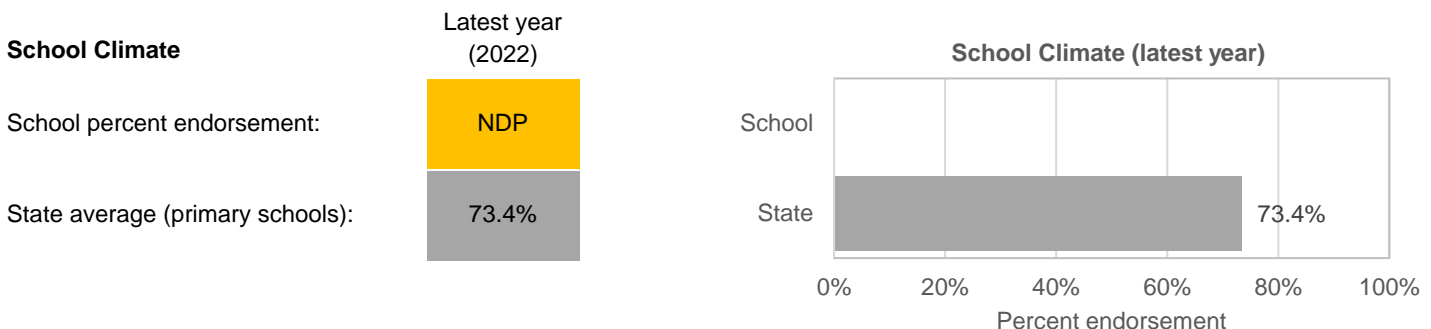


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

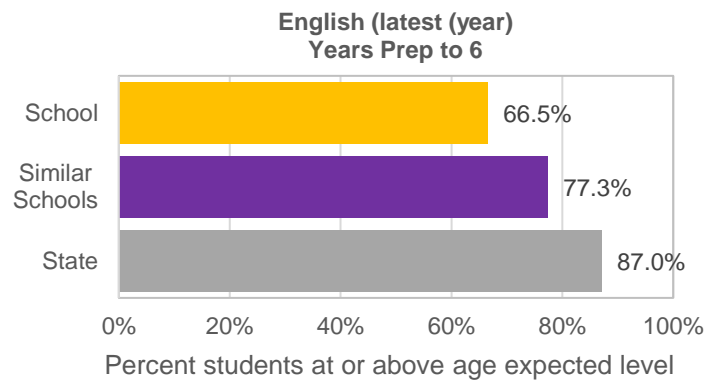
66.5%

Similar Schools average:

77.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

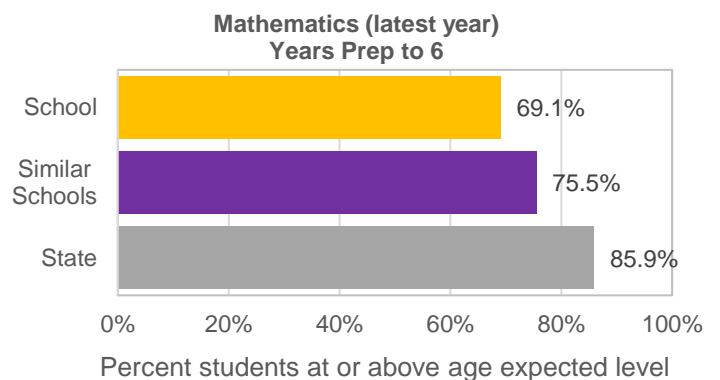
69.1%

Similar Schools average:

75.5%

State average:

85.9%





## LEARNING (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.

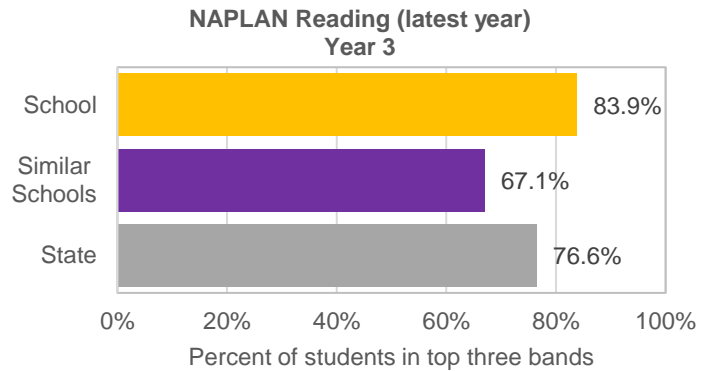
### NAPLAN

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 2019, 2021 and 2022 data.

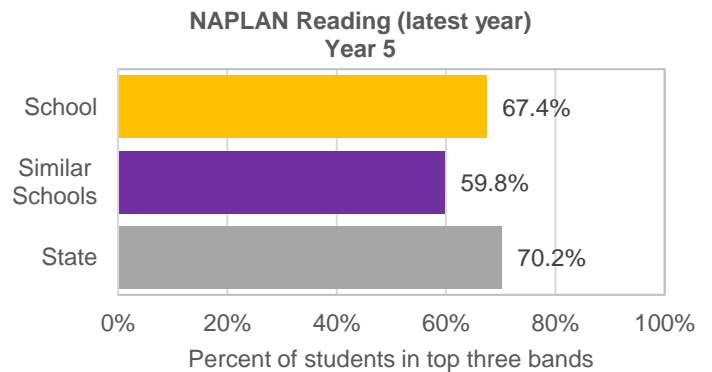
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.9%	81.8%
Similar Schools average:	67.1%	66.6%
State average:	76.6%	76.6%



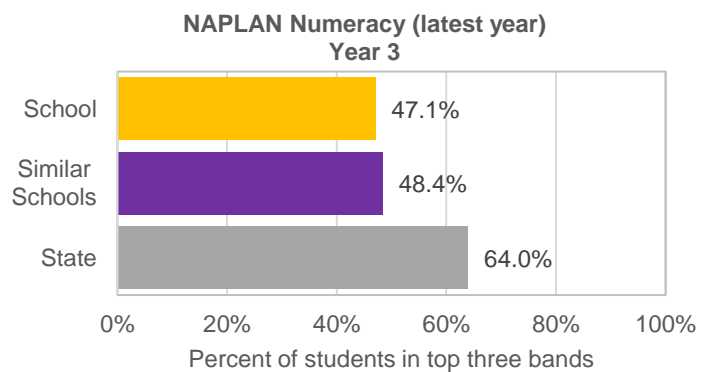
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.4%	59.6%
Similar Schools average:	59.8%	59.0%
State average:	70.2%	69.5%



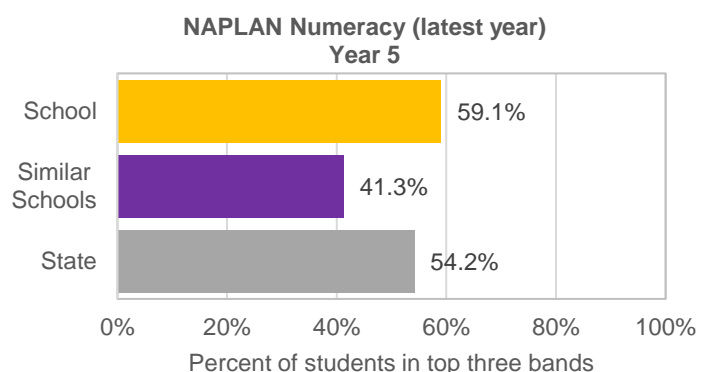
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.1%	62.1%
Similar Schools average:	48.4%	50.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.1%	48.4%
Similar Schools average:	41.3%	45.2%
State average:	54.2%	58.8%



## WELLBEING

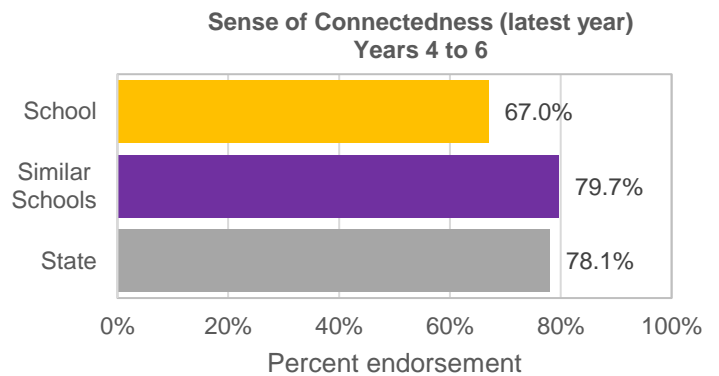
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	67.0%	73.0%
Similar Schools average:	79.7%	81.4%
State average:	78.1%	79.5%

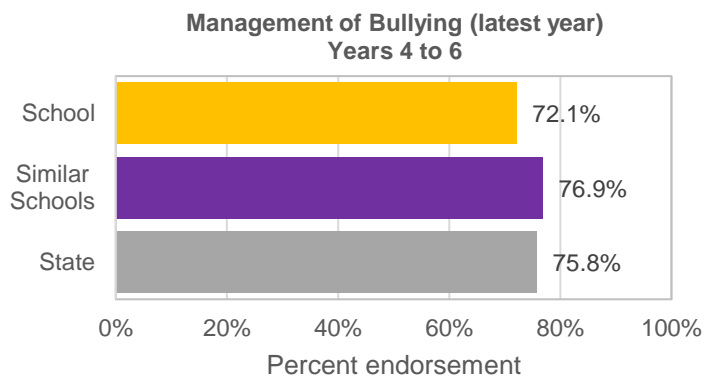


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	72.1%	78.5%
Similar Schools average:	76.9%	79.4%
State average:	75.8%	78.3%



## ENGAGEMENT

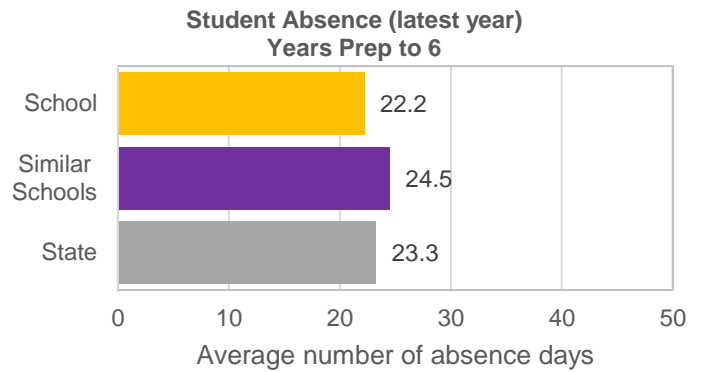
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.2	16.3
Similar Schools average:	24.5	19.7
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	86%	89%	91%	90%	92%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2022

Revenue	Actual
Student Resource Package	\$4,523,563
Government Provided DET Grants	\$569,669
Government Grants Commonwealth	\$34,170
Government Grants State	\$0
Revenue Other	\$36,021
Locally Raised Funds	\$127,310
Capital Grants	\$19,940
<b>Total Operating Revenue</b>	<b>\$5,310,673</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$548,449
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$548,449</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,661,562
Adjustments	\$0
Books & Publications	\$7,277
Camps/Excursions/Activities	\$74,869
Communication Costs	\$6,425
Consumables	\$80,299
Miscellaneous Expense <sup>3</sup>	\$14,836
Professional Development	\$28,461
Equipment/Maintenance/Hire	\$181,549
Property Services	\$57,242
Salaries & Allowances <sup>4</sup>	\$16
Support Services	\$238,975
Trading & Fundraising	\$23,195
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,892
<b>Total Operating Expenditure</b>	<b>\$4,417,597</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$873,136</b>
<b>Asset Acquisitions</b>	<b>\$150,720</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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,848,791
Official Account	\$16,856
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$1,865,647</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$118,952
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$47,257
School Based Programs	\$823,464
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$284,100
Capital - Buildings/Grounds < 12 months	\$175,000
Maintenance - Buildings/Grounds < 12 months	\$95,213
Asset/Equipment Replacement > 12 months	\$134,100
Capital - Buildings/Grounds > 12 months	\$187,562
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,865,647</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.*