

# 2017 Annual Report to the School Community



School Name: Hallam Primary School

School Number: 244



- 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 Regulation 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 2017 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

Signed 27 March 2018 at 11:55 AM by Julie Macfarlane (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 17 April 2018 at 09:41 AM by Lisa Haisila (School Council President)



## About Our School

### School Context

Hallam Primary School is located in a wonderfully diverse, multicultural community within the City of Casey. Students from at least forty language backgrounds other than English (73%) are engaged in a variety of purposeful, authentic and unique learning experiences that encompass learning expectations of the F-10 Victorian Curriculum. In 2017 Hallam Primary School operated nineteen, mostly multi-age, classes and a range of specialist programs and support services. Hallam Primary School continues to build upon successful, existing programs and the development of teacher capacity. 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.

MAPPEN online curriculum units provide scope to engage students in globally relevant programs. Literacy programs, *Doorway into Practical Literacy (DiPL)* and *VCOP and Big Write*, continue to have a positive impact on students' performance in writing and spelling. The purchase and implementation of the *Fountas & Pinnell Literacy Continuum*, and purchase of additional student reading materials is expected to further support students' reading development. A scaffolded, developmental approach to teaching Mathematics is being continued. A contemporary, ICT-rich learning environment, providing a ratio of 1:2, supports expanded digital literacies from F-6 including keyboarding skills, coding, NAO and LEGO robotics, Virtual Reality and 3D printing. Specialist programs include *Design Space*, *Science*, *The Arts*, *Health & Physical Education*, *Indonesian* and the *Stephanie Alexander Kitchen and Garden* programs.

Hallam Primary School promotes the values of *learning for success, persistence, positive partnerships, mutual respect, trust* and *environmental awareness*. Development of a 'growth mindset' toward personal learning, and 'mindfulness' strategies to alleviate anxiety, are encouraged in every classroom. Hallam Primary School strives to engage with the school community to build an appreciation for the life-long benefits of education, particularly the importance of parental investment in their child's learning. Assisted by *Save the Children*, Playgroup programs have been implemented at Hallam Primary School to support this investment in the early years.

The Assistant Principal's role is wholly allocated to student wellbeing, supporting efficient coordination of service providers and Education Support staff to strengthen students' wellbeing and learning outcomes. Behavioural issues are managed effectively, ensuring a generally safe and secure environment. School Council has invested in extensive CCTV which can be used to support the resolution of allegations of anti-social behaviour. Student wellbeing is supported by whole school programs including *Restorative Practices*, *Assertive Discipline*, *KidsMatter*, *e-Smart*, *Free Fruit Friday* and *Breakfast Club*. Hallam Primary School has zero tolerance of child abuse and implements appropriate Child Safe Standards protocols. A 2017 Child Safe Audit Report made no recommendations regarding the school's current compliance procedures.

Maximising effective and sustainable provision of staff for core learning areas, specialist learning areas and student support, including service providers for speech, occupational therapy and psychology, is regarded as fundamental to a high-quality learning environment for Hallam Primary School students. An experienced and highly effective leadership team underpins the positive learning environment at the school, complemented by a staff of dedicated and caring professionals. This is evident through the collegiate and collaborative whole school approaches.

Commencing 2017 with 441 students, the school's enrolment expanded to around 460 during the year in response to the changing residential landscape within the local community. New enrolments were predominantly in Years 3-6, making the school's enrolment numbers 'top-heavy'. Cohort numbers indicate that Hallam Primary School's enrolment will decline significantly over the next 3-5 years.

2017 was the second year of the Hallam Primary School 2016-2019 School Strategic Plan. The 2017 Annual Implementation Plan provided the focus for our work, including continuing to enhance the mathematical understanding and professional practice of staff to improve students' learning outcomes in Mathematics, and continuing to build students' capacity to take greater responsibility for their learning by understanding their personal assessment data and developing relevant learning goals. In Term 4 2017 School Council was required by the Department of Education to add a Literacy goal to the 2016-2019 School Strategic Plan so incorporated a reading improvement goal. PAT Reading, Spelling, Mathematics and Science data, as well as NAPLAN 'snapshot' data, indicate that Hallam Primary School consistently 'value adds' to Hallam Primary School students' learning outcomes, including those from vulnerable backgrounds.

Hallam Primary School operates under the governance of a School Council whose members are mutually respectful and co-operative. School Council take a long-term approach to financial management and curriculum provision, in the best interests of Hallam Primary School students. The Principal and School Council President consult on urgent matters relevant to the governance of the school, as required, and Councillors are kept well informed about Departmental policies and procedures, as well as school matters, which underpin School Council operations and decision making processes.



## Framework for Improving Student Outcomes (FISO)

The Hallam Primary School 2016-2019 Strategic Plan goals were originally:

- To improve students' learning performance, particularly in Mathematics
- To empower all students to take further ownership and responsibility for their own learning
- To promote a growth mindset and mindfulness as essential to students' health, wellbeing, learning and development
- To effectively allocate resources (human, financial, time, space and materials) to continue the school improvement plan.

Late in 2017, School Council was required to develop and approve the inclusion of a Literacy goal:

- To improve students' learning performance in Reading

In 2017, Hallam Primary School focused on the Improvement Priority of 'Excellence in Teaching and Learning' through the Improvement Initiatives of 'Building practice excellence' and 'Curriculum planning and assessment'. Progress against the 2017 AIP was constructive. Mathematics reference materials continued to be provided to each teacher, and peer observation and coaching sessions supported improved professional practice in the implementation of Mathematics. The Mathematics Team also developed a comprehensive list of mathematical "I can..." statements, in consultation with year level teams.

Science remains a priority specialist subject with growth in students' scientific understanding assessed using PAT Science. The *Design Space* became fully operational as a specialist program within the confines of its current space. Students in Foundation-Year 6 explored beginner to advanced coding, LEGO and NAO robotics, Virtual Reality and 3D printing. The capacity of class teachers continued to be enhanced through awareness of, and instructional practice with, coding programs, such as *Kodable*, based on tasks and activities provided by the *Design Space* specialist.

DiPL and VCOP & Big Write continued to be implemented from Foundation-Year 6. Purchase of the Fountas & Pinnell Literacy Continuum, and a significant financial investment in new reading materials, was completed in 2017. All students were assessed and levelled against Fountas & Pinnell during Semester 2 2017.

'Growth mindset' and mindfulness are becoming embedded in Foundation-Year 6 classroom practice and routines. MAPPEN online planning resources continue to support implementation of the Victorian Curriculum. A rigorous, annual assessment and reporting schedule including PAT Reading, Spelling, Mathematics and Science, SWST, and NAPLAN, as well as additional diagnostic and anecdotal assessment data, informs the individual/class/cohort teaching and learning programs, the Formative Assessment Plans developed by students in consultation with their teachers, and the student-led conferences which form part of the Parent-Teacher Interview process. Keyboard skills are developed from Foundation in preparation for expanding online learning and assessment requirements.

The School Council takes a 'long-term sustainability' approach to resource management to ensure continuity of the school's quality programs. This includes a significant investment in the breadth of the curriculum programs, including students' access to contemporary digital technologies in classrooms and *Design Space*, significant support for the Stephanie Alexander Kitchen and Garden programs, and significant investment in students' access to literacy and numeracy resource materials.

During 2017, 50 staff were employed at Hallam Primary School, comprising 30 Teachers (28.2EFT) and 20 Education Support (10.86EFT). All teachers were Victorian Institute of Teaching registered and all ES personnel held satisfactory Working With Children Checks. Speech Pathology and Occupational Therapy services were provided for identified students at Hallam Primary School, and students also had access to a Psychologist. The Network also provided access to a Speech Pathologist, Psychologist and Social Worker, and a Teacher for the Hearing Impaired supported students' additional requirements. All personnel provided evidence of VIT Registration and satisfactory WWCC.

Hallam Primary School's learning and teaching programs support and promote the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance.

## Achievement

Hallam Primary School has high expectations for students' learning. Multiple data sources are used to provide evidence of individual, class and cohort learning growth. Students who identify as Koori, are in Out of Home Care (OHC), who are in receipt of Program for Students with Disabilities (PSD) funding or who are identified as working significantly below or above their indicative achievement level, have Individual Learning Plans (ILP) and regular Student Support Group (SSG) meetings.

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. Teacher



Judgement in English F-6 is generally *lower* than the 'similar schools' group, while Teacher Judgement in Mathematics is generally *similar*.

2017 PAT Maths and PAT Comprehension data suggests that the Median achievement score of Hallam Primary School students' is *similar* in relation to Norm Reference Data for Years 4, 5 and 6.

NAPLAN data reflecting Student Gain suggests that the Hallam Primary School 2015-2017 *Matched Cohort* (students who participated in NAPLAN in Year 3 [2015] and Year 5 [2017] at Hallam Primary School) Median was:

- *above* 'Schools with similar students', *similar* in relation to 'Students with the same starting scores', and *below* 'All Australian schools' in Reading
- *above* 'Schools with similar students', *similar* in relation to 'Students with the same starting scores' and *above* 'All Australian schools' in Writing
- *above* 'Schools with similar students', *similar* in relation to 'Students with the same starting scores' and *above* 'All Australian schools' in Numeracy

NAPLAN data for the period 2015-2017 suggests that Hallam Primary School's percentage of students in the top two bands was:

- *above* the results for primary schools with similar characteristics in relation to Year 3 Numeracy and Year 5 Numeracy
- *above* the results for primary schools with similar characteristics in relation to Year 3 Reading and *similar* in relation to Year 5 Reading
- *above* the results for primary schools with similar characteristics in relation to Year 3 Writing and *above* in relation to Year 5 Writing.

## Engagement

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, sustainability, coding, robotics, food technology, The Arts, literature, Health and Physical Education and learning another language.

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 2017 attendance data indicates that students' attendance, from Foundation to Year 6, was above 90%. The data indicates that Hallam Primary School's absence rate was *well below* the results for primary schools with similar characteristics. Data indicates that between 2014 and 2016, average absence days for Hallam Primary School students was also *well below* the results for primary schools with similar characteristics.

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.

## Wellbeing

The Assistant Principal's role at Hallam Primary School 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, including Speech Pathology, Occupational Therapy, Psychology and teacher support for Hearing Impaired, as well as Education Support personnel to further strengthen students' wellbeing and learning outcomes. Links 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. The school's Kitchen-Garden program provides jam for the program. Generous local businesses also support *Breakfast Club* through donations of bread 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 2017, teachers further enhanced their knowledge, language and skills in relation to developing '*Growth Mindsets*'. Teachers further developed their understanding of '*mindfulness*' and how it can enhance students' management of anxiety through relaxation techniques. 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.

Hallam Primary School is also working to further engage parents in their child's learning from infancy. In 2017 the school liaised with *Save the Children* to implement a '*Small Talk*' Playgroup. This program has since been developed into two playgroups; a general playgroup and a '*Small Talk*' Playgroup. Careful timetabling enables use of the school's multi-purpose hall for playgroup to operate on a weekly basis. School Council supports the playgroup program through a budget allocation, and Education Support personnel are also allocated to support this program.

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.

Data from the 2017 Years 4-6 Attitudes to School Survey indicated that 83% of students felt connected to school, which is *similar to* the percentage for Primary Schools. Data from the 2017 Parent Opinion Survey indicated that 94% of parents were satisfied with the school overall which is *well above* the percentage for Primary Schools.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 441 students were enrolled at this school in 2017, 202 female and 239 male.</p> <p>64 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>56%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>69%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>62%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	56%	17%	Numeracy	23%	51%	26%	Writing	14%	69%	17%	Spelling	17%	62%	21%	Grammar and Punctuation	27%	51%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	27%	56%	17%																							
Numeracy	23%	51%	26%																							
Writing	14%	69%	17%																							
Spelling	17%	62%	21%																							
Grammar and Punctuation	27%	51%	22%																							



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1010"> <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>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	95 %	94 %	94 %	92 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	95 %	94 %	94 %	92 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

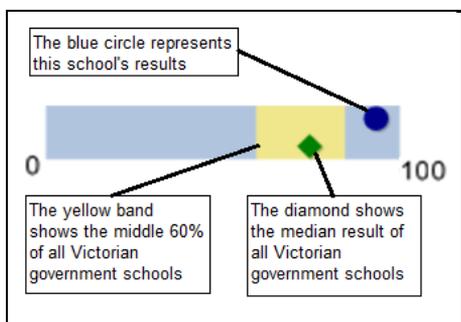
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

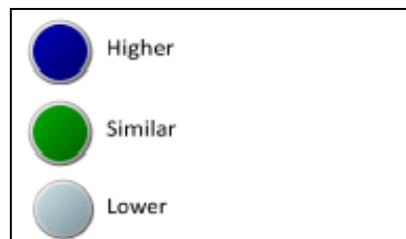


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

Hallam Primary School is in a strong financial position as a consequence of School Council's purposeful, long-term strategic management of resources derived from the Student Resource Package, School Council investments and locally raised funds. Responsible, highly-accountable financial management ensures Hallam Primary School can provide for long-term sustainability of the school's core and specialised learning programs, in particular, students' access to a contemporary ICT-rich learning environment without resort to the burden of a BYOD program which would be beyond many students in our Low-SES school community. The school's financial position enables 3-year cyclic upgrade of all curriculum computers, expansion and upgrade of robotics and design technologies equipment, ongoing provision of essential technical support, access to MAPPEN, access to PAT assessment tools, expansion of core English and Mathematics resources, continuity of various specialist programs, continuity of 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, and the implementation of programs responsive to educational requirements within the school community, such as Playgroup. The implementation of the School Council's annually approved financial plan supports a long-term vision of equity and consistency in relation to our students' access to high-quality learning, rather than short-term, year-by-year planning. In 2017 School Council approved expenditures for a range of initiatives to support the implementation of the 2017 Annual Implementation Plan as well as a range of building maintenance works.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,316,260	High Yield Investment Account	\$714,582
Government Provided DET Grants	\$1,246,941	Official Account	\$25,905
Government Grants Commonwealth	\$5,300	Other Accounts	\$1,006,411
Revenue Other	\$44,535	<b>Total Funds Available</b>	<b>\$1,746,897</b>
Locally Raised Funds	\$190,451		
<b>Total Operating Revenue</b>	<b>\$4,803,487</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$579,495		
<b>Equity Total</b>	<b>\$579,495</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,309,254	Operating Reserve	\$152,256
Books & Publications	\$692	Asset/Equipment Replacement < 12 months	\$140,000
Communication Costs	\$7,456	Capital - Buildings/Grounds incl SMS<12 months	\$722,200
Consumables	\$154,949	Maintenance - Buildings/Grounds incl SMS<12 months	\$203,130
Miscellaneous Expense <sup>3</sup>	\$379,884	Revenue Received in Advance	\$35,154
Professional Development	\$13,206	School Based Programs	\$22,869
Property and Equipment Services	\$453,110	Repayable to DET	\$7,631
Salaries & Allowances <sup>4</sup>	\$100	Other recurrent expenditure	\$27,131
Trading & Fundraising	\$32,589	Asset/Equipment Replacement > 12 months	\$424,000
Travel & Subsistence	\$251	Maintenance -Buildings/Grounds incl SMS>12 months	\$12,526
Utilities	\$23,993	<b>Total Financial Commitments</b>	<b>\$1,746,897</b>
<b>Total Operating Expenditure</b>	<b>\$4,375,485</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$428,002</b>		
<b>Asset Acquisitions</b>	<b>\$44,500</b>		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.*