### Specimen Hill Primary School

Specimen Hill Primary School is an attractive and dynamic learning environment located in Golden Square in the regional city of Bendigo. It has been operating since 1874 with a new school built on the original site in 2005/06. The current school population of 278 operates in 13 classrooms with a staff of 22.2 (18.2 teaching staff and 4 Education Support Officers). Specimen Hill Primary school is one of 22 Department of Education and Early Childhood schools in the Sandhurst Network in the Loddon Mallee region.

The focus of the Annual Implementation Plan is to maximise the learning outcomes for all students in Literacy and Numeracy through data to inform teaching, extended use of oral language and identifying and personalising learning for all students. The 1:1 netbooks are used extensively to support learning throughout the 5/6 classes and the school is extending the use of the Ultranet across the school and community. A strong wellbeing focus through the Speci Wellbeing Program and an emerging values program underpins student participation and achievement. In pathways and transition the school is developing strong links and initiatives with Crusoe College and other cluster schools.

School attendance is very positive and the level of student engagement and satisfaction is satisfactory - similar to like schools and an area for further enhancement.

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| The Student Learning component of the Government School Performance Summary (GSPS) is very positive in that Specimen Hill is achieving results higher to those achieved in other schools on adjusted school performance. In the teacher assessments from VELS, results show that students are achieving higher in the school's 4 year average in English and Maths and all other subjects, which is cause for a celebration.

Key strategies focusing on improvement include: a strong focus on improving teaching capacity through coaching, peer coaching, individual goal-setting in P&D plans, team planning and extensive data analysis to inform teaching. Continued improvement in targeted teaching and differentiating teaching in all classrooms has also been a highlight.

In 2011 the implementation of a School Improvement Officer (.6), weekly professional reading groups, one on one literacy/numeracy conversations to set goals and action plans, a revised assessment schedule, 6 Reading Recovery positions, a Regional literacy consultant working with staff on Guided Reading and vocab, improvement in the regularity of students' home reading and the regional Literacy modules implemented across the whole school. Most of the above initiatives have been supported through the National Partnerships funding. | Student attendance continues to be very positive with above state average data and higher than other schools in the school comparison. The school maintains its 97% attendance recognition for each term and regular information via the newsletter to families focusing on the importance of attendance to each child's progress both educationally and to the wellbeing of each individual.

The students' attitudes to school data remains at an average level and similar to comparison schools.

A key strategy to support student attitudes is a structured and extensive wellbeing framework operating across the school. This includes:

- The Assistant Principal role focusing on wellbeing and support, a dedicated Wellbeing Officer working in the school for 3 days per week conducting a wellbeing program in classrooms and supporting individuals and families, a breakfast program, all At Risk students on ILPs, a daily supervised Alternative Lunchtime program operates, an active student leadership program supporting student and community initiatives, a kitchen garden, Seasons and Buddy program and Wannik strategies to support 9 indigenous students. The school has identified 5 key values which underpin whole school community practice. A consistent approach across the school is highly valued. | A key focus in 2011 was on whole school transition. A school transition program was developed focusing on transition across all levels and various activities to support this process.

Strategies implemented were:

A weekly Playgroup operating in the school, a grade 6/prep buddy program, regular cross-age activity days, Pre-school protocols, peer support across year levels, improvement in whole school transition days, inclusion in the cluster group 'transition to year 7' program and a successful grant to support initiatives from this group. Extensive input to year 7 pathways for each grade 6 student, a structured transition program for 'At Risk' students, open classrooms with team teaching in grades 5/6, year 7 surveys conducted to inform us in more detail of the transition needs, a strategic wellbeing program targeting the needs of all students including a focus on the school values, a strong student 'voice' through student leadership across the school, a 5/6 personal development program and opportunities for students to share their concerns and questions through class sessions. Ultranet collaborative spaces and secondary school teacher visits are further highlights.

For more detailed information regarding our school please visit our website at [http://www.shps1316.vic.edu.au](http://www.shps1316.vic.edu.au)