

2020 Annual Report to The School Community



School Name: Specimen Hill Primary School (1316)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2020 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 28 April 2021 at 10:02 AM by Wendy Jackson (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 09:24 PM by David Craggs (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

School context

Specimen Hill Primary School is situated in Golden Square, a suburb of the provincial city of Bendigo located in the North West Region of the state. It has a rich historical background dating back to 1874. The school was built on the goldfields; hence its name referencing the gold specimens that were found in the area. The school is in a picturesque setting with a view across to Mount Alexander. Much was done to enhance the physical surrounds throughout the year with the completion of the resurfacing of the school oval. The school's vision is; to provide a caring and inspiring learning environment which prepares all students with the potential for a successful further education and employment and for, every student to be an effective participant in a global society. As a school community our values are Respect, Honesty, Resilience, Excellence and Empathy. These values are deeply embedded within the culture of the school and are continually revisited. It is part of the framework used to achieve the school's vision.

In 2020 the school had an enrolment of 307 students of which, 8% of students had English as an additional language and 7% identified as Aboriginal or Torres Strait Islander. Approximately 180 of all students were equity funded. During 2020 the equivalent of 24.3 full time teaching staff were employed, of which there is one principal, an assistant principal and two learning specialists one tagged to literacy and one to numeracy. There was twelve non-teaching staff employed or the equivalent of 6.6 full-time staff, one being the Business Manager. A Karen multi-cultural education aide was employed for a time fraction of .6 to support students from this background. Due to the school's student demographic and low socio-background, additional programs were run across the school. A speech therapist was employed for one day per week to support students along with the equivalent of a full-time Reading Recovery teacher. A staff member underwent training in Extending Mathematical Understanding and this program was run in the school for the first time with Year 1 students. A full-time Wellbeing officer was employed to support students, families and staff. An area that became a high priority during 2020 due to the pandemic.

Across the school, classes were organised into four teaching teams. A Prep team consisting of two classes, a Year 1/2 team of four classes, four classes in the 3/4 team which included one 2/3 class and a 5/6 team made up of three 5/6 classes and one 4/5. Teams worked together to plan the teaching and learning programs for students both whilst both on and off site. A specialist professional learning team also operated throughout the year, and this became a vehicle to deliver professional learning and support for these staff, to enable them to offer teaching and learning programs remotely.

Framework for Improving Student Outcomes (FISO)

In 2020 Specimen Hill Primary School Annual Implementation Plan (AIP) focused on the Framework for Improving Student Outcomes (FISO) dimensions of excellence in teaching and learning, promoting a positive climate for learning and improving community engagement. Specifically the goals were around improving learning growth in numeracy, empowering students to be self-regulated, motivated and resilient learners and strengthening student and parent engagement in learning. 2020 presented the school community, and the world, with a very different and challenging year with only one complete term of on-site learning possible. Necessarily the school's priorities and focus needed to change rapidly to provide students and families with a remote and flexible teaching and learning program for a large portion of the year, with only one term in the 2020 school year, that was not impacted or interrupted in some way. Some of the goals of the AIP were still able to be progressed throughout the year, however others needed to have a reduced focus and professional learning plans altered due to the unique situation.

With the announcement that Victorian schools would be transitioning to remote and flexible learning at the beginning of Term Two, staff had to up-skill themselves quickly to be able to deliver an educational program to students that was off-site. The school spent the extra pupil free days at the end of Term One to set up communication channels with families. Teaching staff provided parents with their email addresses and in addition to this, a Facebook page was established which became a very successful communication tool with families. The school has continued to use this social media platform and has found it to be a highly effective way of engaging families. Classroom teachers continue to use email regularly to communicate with families, providing regular updates of classroom programs and activities. Engaging parents to support their child/children during remote and flexible learning became the main priority to ensure the continuation of each and every child's education.

The school was able to supply many devices to support students during this time. All families were able to access ICT

hardware to support their child's education. In addition to this, an initial vital role school staff undertook was to up skill families and students in the use of the ICT platforms that were being used to deliver teaching and learning programs. Video conferencing was also used to conduct online live lessons, daily check-ins and reading conferences. The school was very successful in ensuring that the majority of students were engaging with the school and completing learning tasks regularly. Paper and pen programs were also provided for students where necessary. Students considered to be vulnerable or children of essential workers attended on-site to complete the remote and flexible learning program. With the extended need for education to be delivered remotely teams were able to reflect on programs and respond to student and family feedback to refine and develop programs throughout this time.

Achievement

The majority of students were engaged in remote and flexible learning whilst working off-site. Some students thrived in this environment, whilst others were more challenged by this. Most students made twelve months growth in the key learning areas of Reading, Writing and Mathematics. In Reading and Viewing, 62% of students made expected and 69% in Number and Algebra. In Writing, 58% of students made expected growth. The tutoring program being run in 2021, will be targeted towards addressing the less than expected learning growth made in key learning areas in 2020. Upon examining the data, there is a strong correlation between student growth and engagement/attendance during remote learning. Across the school, students had an average of 16.6 days absent. This was lower than similar schools and higher than state averages.

In 2020, for Number and Algebra, 77% of students across the school were assessed as working at or above expected level according to teacher judgement. This was 7% above similar schools and 8% lower than state. In Reading and Viewing 79% of students were assessed as working at or above expected level. This was 7% higher than similar schools and 7% lower than state. In Writing, 75% of students were assessed as working at or above expected level according to teacher judgement and this was 9% above similar schools and 6% below state. Offering a quality writing program remotely, it could be argued, was a greater challenge than other key learning areas.

The goal that was set for 25% of students to achieve at above expected level, according to teacher judgement, in Number and Algebra was achieved by the school with 25% of students across the school doing so.

This was a pleasing achievement considering that a lot of the key improvement strategies planned to improve the teaching of Mathematics across the school were not able to be implemented due to the pandemic. Targets for Measurement and Geometry and Statistics and Probability of 25% of students working above expected level were not met, being 6 % and 8% below respectively. Work on improving the teaching of Mathematics will be a key focus in 2021 and is supported by the school now having two teachers working in a Science, Technology, Engineering and Mathematics (STEM) for two and a half days a week.

One of the goals in the 2020 Annual Implementation Plan was around improving teacher communication with parents. Despite the fact that parents had much more direct access to teachers through email, weekly students conferences and online lessons only 78% of parents responded positively to the statement ' Teachers communicate with me often enough about my child's progress'. This will continue to be a focus throughout 2021. However, 90% of parents responded positively to the statement of 'Overall, I am satisfied with the education my child receives from this school' with 9% of parents responding neutrally and only 1% of parents responding negatively. Overall 86.8 % percent of all responses in the Parent Opinion Survey were positive. This was above the state average of 81.2%.

The final goal in the AIP around the empowerment of students to be self-regulated, motivated and resilient learners was unable to be measured as the school made the decision not to conduct the Attitudes to School survey with students.

Engagement

The school had worked hard to improve student attendance and engagement over the preceding years to 2020. This had been through a strong process of following up on absences and this was being applied with great fidelity across the school. During remote and flexible learning the definition of attending school had to be redefined as being having made contact and some participation in learning tasks, on that day, by the student. Increased rigor around a pre-requisite of students attending on-site being that they had no respiratory symptoms, also added to the challenge of addressing student attendance.

However, school staff worked hard throughout this time to engage students with a large percentage of students

engaging online and also, completing set learning tasks. Teachers were in constant communication with students via online learning platforms SeeSaw (P-Gr 2), Class Dojo (Gr3-4) and Google Classroom (Gr 5-6). Some students thrived in the online learning environment and were well supported by their families making a year's progress over the year. Whilst students were working remotely, families were in regular contact with teachers. The newsletter was sent out in a digital format and the Wellbeing officer rang all families to check-in and gain feedback regarding the program the school was offering. In many ways parents had never had more communication from the school to support their students learning.

During remote and flexible learning periods, an average of around 40 students attended on-site per day, rising to 60 on other days. These students were children of essential workers, or those to be considered vulnerable. A teacher was designated to support students from a refugee background throughout remote and flexible learning. From the teachers interaction with these families, it became obvious that this group faced many challenges in using the ICT platforms and supporting their child's education. In response to this the school decided to run an on-site, program for these students. A number of these students, from this group, attended on-site for three days a week supported by multi-cultural education aide.

A new attendance flowchart was developed that reflected off-site learning. Teachers contacted the assistant principal with attendance concerns, who followed up all absences with families and if it was judged that the best option to engage the student in the teaching and learning program was for them to attend on-site then this was offered to families.

Across the school, teachers worked hard to keep students and families engaged with the school. A whole school virtual disco was run, weekly quizzes, daily check-ins and one on one weekly conferences were some of the many strategies employed to engage and connect with students. Staff dance videos were filmed and placed on the school's Facebook page which were very popular with families. On return to school, the Book Week parade was run by having students walk around the block and parents watch from their cars. Throughout the year, the school worked hard to think creatively to engage and stay connected to families.

Wellbeing

Health and wellbeing became a very high priority for staff, students and families at Specimen Hill Primary School in 2020 with the whole school community faced with many personal challenges. The Wellbeing Program is led by the Assistant Principal and a full time Wellbeing Officer was employed throughout the year. The school was also involved in the Mental Health in Schools pilot program being run by Murdoch Children's Research institute. This entailed recruiting a staff member to work in this role for four days a week. A large part of the early focus was on training and upskilling staff in regards to referral pathways in addition to this, an audit was conducted on the school's Wellbeing program. An area for future development was identified as being the documenting of the the school's Wellbeing program and ensuring that Respectful Relationships is documented and taught with fidelity across the school. The position will be continuing into 2021 due to the disrupted year.

The Wellbeing Officer supported individuals and groups of students along with families throughout the year. If parents rang the school during remote and flexible learning the Wellbeing Officer was the one who answered the phone and they also rang each and every family during remote and flexible learning to check in with them as well as gaining feedback into the school's remote and flexible teaching and learning program. The Wellbeing Officer role entailed working in classrooms across the school on a regular basis. On the return to onsite learning in fourth term, the Wellbeing officer spent an hour a week in all classrooms monitoring and supporting student wellbeing.

The way in which the school supported staff, student and family wellbeing had to be modified. Students deemed to be vulnerable were encouraged to work on-site and our Karen families were supported by a designated staff member who delivered pen and paper programs to the families among this community whose own lack of language and ICT skills made it difficult for them to support their children to engage in remote and flexible learning. The school is engaged in the Refugees in Schools program. This program will provide staff with targeted professional development to build staff capacity in developing teacher knowledge about how to best accommodate and cater for students' learning. The program will also support the implementation of a plan of action to build connection between the students, refugee families and the school in 2021.

Staff wellbeing was supported through regular check-ins and also, reduced expectations regarding work tasks.

Financial performance and position

School expenditure matches budget allocations and has been used effectively to target school priority areas. Programs have been conducted within budgets with some variations which have been noted by the School Council Management committee during the year.

Our school has targeted school priorities contained in our Annual Implementation Plan (AIP). School Council approved extra spending of our bank surplus to support these programs - Literacy and Mathematics.

Other major expenditure was spent for building and grounds improvements, such as re-seeding the oval, new classroom furniture; 2 new containers for storage, mural painting, 90 iPads for student use and a CCTV security system.

Due to COVID, extra school cleaning was undertaken and because of remote learning for students, un-budgeted funds were spent on online programs such as Mathletics and Reading Eggs. Also, additional funds were used for student welfare to support families during this time.

A commitment to offering staff Professional Development was once again given priority, and staff benefited from a Maths PD by Rob Vingerhoets and Integrated Inquiry by Nadine Crane.

One of our school's biggest expenditure was for Casual Replacement Teachers (CRT's) The CRT's were required for Professional Development coverage, extra programs and support, to cover staff absences and to run classes for students who attended during the remote learning time.

Sources of funding the school received: Equity Funding has been used to supplement our school programs, especially in Literacy and Numeracy. We have purchased a large number of resources in reading, writing and spelling, and purchased more books to make extensive class libraries to assist our literacy program. Our library spent \$16,409 on purchasing new books. Specimen Hill Primary School ran Emu Maths and our "Explore" program, and the extra equity funding has enabled our school to achieve excellent results in student outcomes.

Funds were received from the "Sporting Schools Grant" which subsidised our schools swimming program and the purchase of sports equipment.

The school also received a grant from the "Bushfire preparedness Scheme" - \$25,989.14. A lot of vegetation clearance, removal of trees, tidying up of the grounds was undertaken. The school has a strong commitment to remain in surplus each year and has remained in a surplus position by careful monitoring and budget planning.

For more detailed information regarding our school please visit our website at
<https://www.shps1316.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.

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 307 students were enrolled at this school in 2020, 139 female and 168 male.

8 percent of students had English as an additional language and 7 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) which takes into account parents' occupations and education.

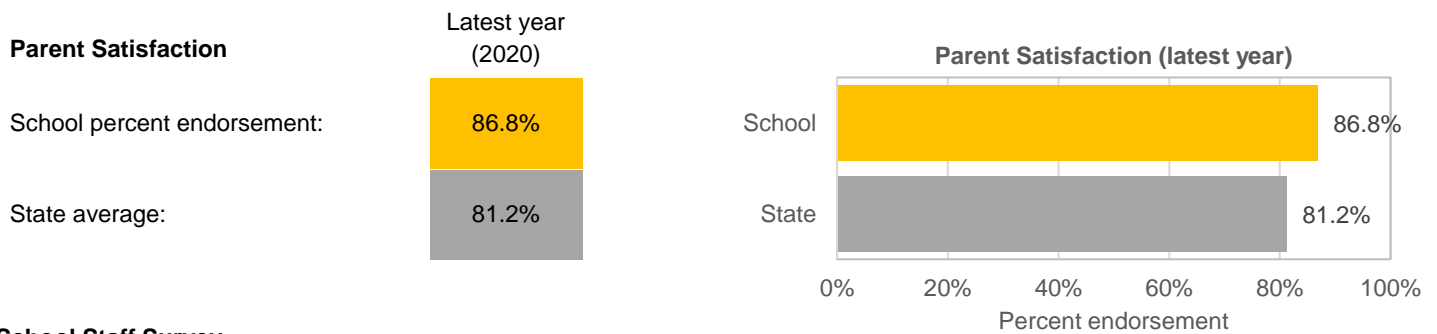
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

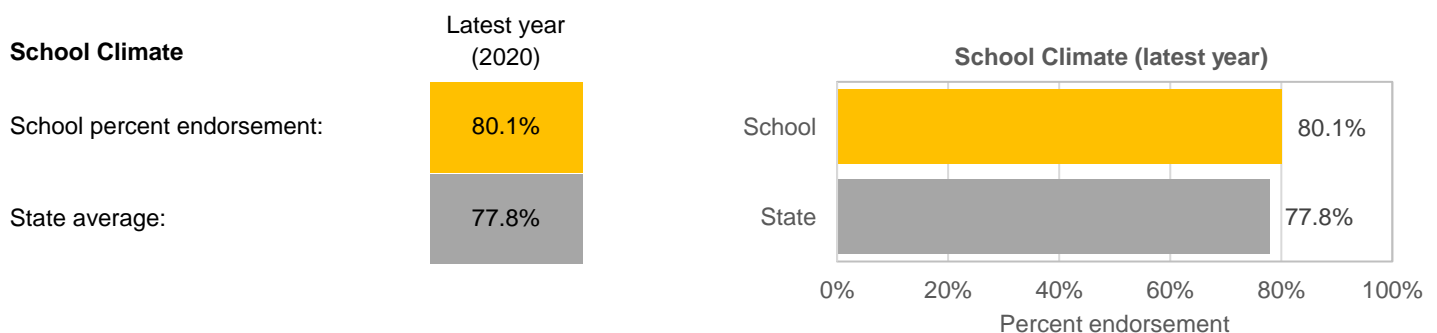


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

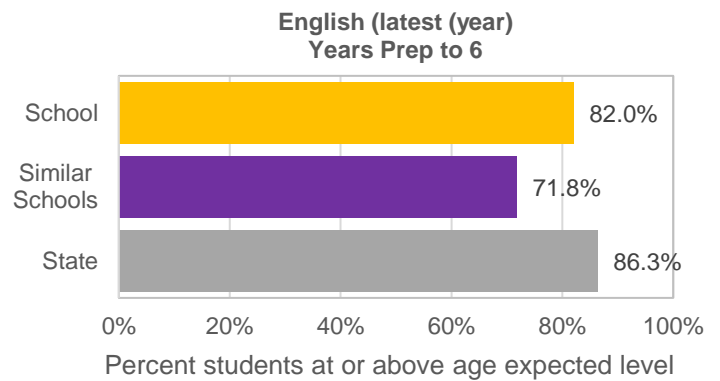
82.0%

Similar Schools average:

71.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

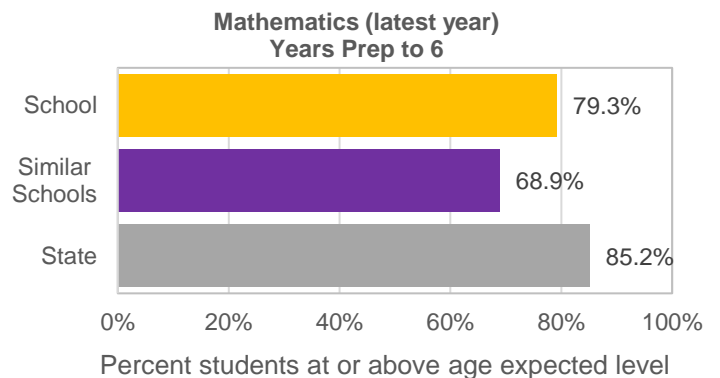
79.3%

Similar Schools average:

68.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

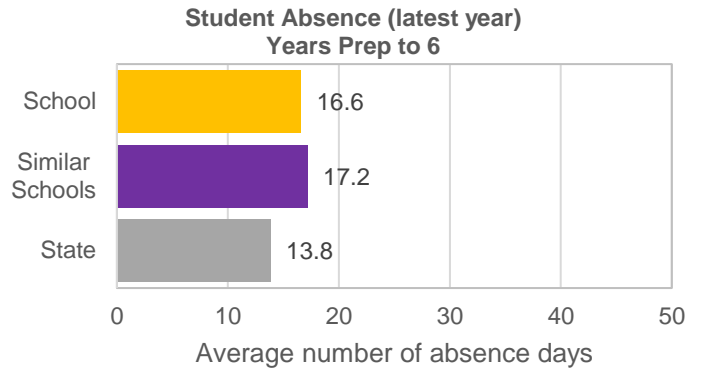
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.6	15.4
Similar Schools average:	17.2	17.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	89%	93%	93%	91%	92%	89%

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.

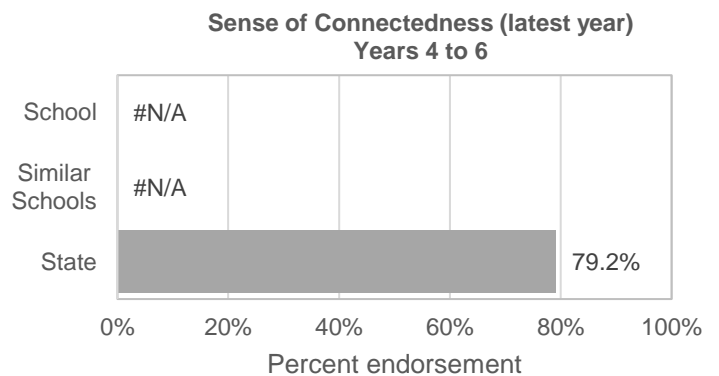
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.4%
Similar Schools average:	NDP	79.0%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

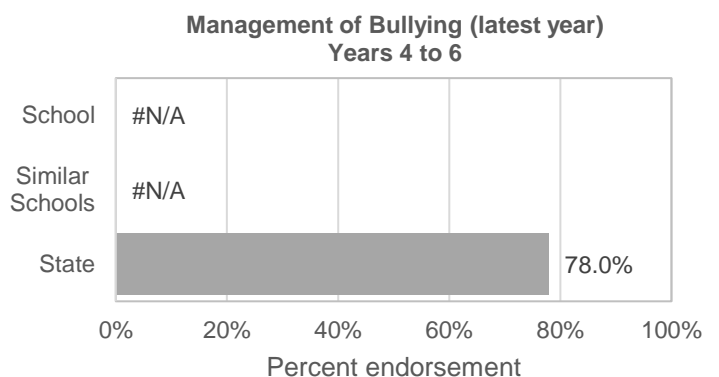
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.2%
Similar Schools average:	NDP	78.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,840,863
Government Provided DET Grants	\$782,355
Government Grants Commonwealth	\$119,188
Government Grants State	NDA
Revenue Other	\$10,011
Locally Raised Funds	\$116,481
Capital Grants	NDA
Total Operating Revenue	\$3,868,897

Equity ¹	Actual
Equity (Social Disadvantage)	\$687,439
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$687,439

Expenditure	Actual
Student Resource Package ²	\$2,952,945
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$38,660
Communication Costs	\$4,298
Consumables	\$105,487
Miscellaneous Expense ³	\$21,943
Professional Development	\$13,442
Equipment/Maintenance/Hire	\$80,993
Property Services	\$184,300
Salaries & Allowances ⁴	\$328,469
Support Services	NDA
Trading & Fundraising	\$41,623
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,241
Total Operating Expenditure	\$3,806,401
Net Operating Surplus/-Deficit	\$62,496
Asset Acquisitions	\$75,329

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$280,004
Official Account	\$79,870
Other Accounts	NDA
Total Funds Available	\$359,874

Financial Commitments	Actual
Operating Reserve	\$121,942
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$50,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$351,942

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.