

# 2020 Annual Report to The School Community



School Name: Springhurst Primary School (1583)



- 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 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 08:26 AM by Wendy Walker (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 09:40 AM by Mel Keys (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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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

### 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)

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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. 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.

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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 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

Springhurst Primary School is a small rural school located off the Hume Freeway, 11 kilometres south of Rutherglen and halfway between Wangaratta and Wodonga. The school has a long and proud history of serving this rural community, which dates back 142 years to 1878. Our students come from the township of Springhurst (population 250), and surrounding towns and farms.

Springhurst Primary School's vision is to empower students to reach their personal best.

At Springhurst Primary School, we aim to create a supportive and stimulating learning environment which will respond to the changing needs of our learning community. Our purpose is for staff and students to create an environment that promotes:

- The ability to learn and aspire
- High Expectations for all
- Literacy and numeracy priority learning
- Positive interactions with others
- A sense of self-worth and pride in our school and our Springhurst Community.

We value a culture that embeds learning for life through: respect, resilience, responsibility, friendship, and self-belief. Intent- To demonstrate 'Excellence in Teaching and Learning' enabling every student to achieve learning growth and engagement. We will create a positive climate for learning where parents, students and teachers work together to ensure student engagement, motivation and confidence for learning.

Rationale- We will develop excellence in teaching and learning and reach out beyond the school environment for learning experiences that will maximise the potential for student success. The implementation of an evidence based pedagogical framework and instructional practices accompanied by researched high impact teaching strategies will significantly increase student progress. By everyone working together, students will be connected to their learning, their peers and to our school, and will continue to become positive, well-rounded global citizens.

Focus- Excellence in Teaching and Learning, and Building Practice Excellence will enable our vision to be realised. Positive Climate for Learning and Empowering Students and Building School Pride will ensure that our students are positive, motivated and confident learners.

We have an ideal teacher/student ratio for our 20 students consisting of one full time Principal, one 0.6 Teacher, one 1.0 Education Support, and one 0.2 Business Manager. In 2020 we were also fortunate to have the Mobile Art and Craft Teacher and the Mobile Librarian based at our school.

We provide a variety of authentic learning experiences - cooking, gardening, designing and publishing the local newspaper to name a few.

Our specialists programs consist of Art and Craft, Library and Physical Education. Our school has the latest technology including interactive computers, desktop computers, laptops and ipads.

### Framework for Improving Student Outcomes (FISO)

In 2020 Springhurst Primary School focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment and Building Practice Excellence. This included:

1. Review curriculum planning documentation to ensure alignment with all English strands of the Victorian Curriculum to ensure high quality teaching and learning in English.
2. Develop staff capacity to support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals.

Some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by

- Ensuring all lessons for remote learning had learning intentions and success criteria
- Scheduling daily Webex meetings for students and teachers to receive feedback
- Communicating with students and parents via Dojo and Facebook
- Building teacher capability to deconstruct learning intentions and co-construct success criteria

Our intention was to improve student writing outcomes with the KIS being to build teacher capacity to identify and implement personalised student learning strategies. This was able to be partly addressed as it could be measured by the completion and quality of student writing activities submitted during remote learning. Remote learning developed personalised student learning strategies as they were encouraged to take control of their learning. Consistent group discussions were undertaken via Webex during remote learning.

**Achievement**

In 2020, the school continued work on the strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. Teachers overall have taken on the changes well and have grown in confidence with their planning and their teaching of Maths, Writing and Spelling. There has been a greater focus and analysis of student achievement and progress, however this was quite difficult due to at home learning. Teachers' and students' ICT capabilities were greatly enhanced during at home learning and we will continue to incorporate this in their future learning. The teachers adapted their online programs well, using a variety of quality resources. They maintained a focus on their students' wellbeing by having regular Webex sessions, phone calls, surveys to gain student feedback and special events, such as 'Show'n'tell and Lego challenges. Our ES Staff played an important role by checking in with students who needed extra support or who were challenged with the online learning.

Teacher judgements in 2020, indicated the percentage of students in Semester 2 at or above the age expected level was 91 % in all three strand of English. In Mathematics, the percentage of students in Semester 2 at or above the age expected level was 81 % in all three strands.

There was no 2020 NAPLAN data as the tests were not conducted. in 2020.

Some students responded well to self-directed learning at home, however others did not. Future directions will see a combination of self-directed and project based learning with a greater emphasis on student voice.

We will continue to work with our PLC schools in our professional learning and further develop our peer observation program.

**Engagement**

At Springhurst Primary School we see it as a priority to ensure that students are engaged and connected to their learning. In 2020 one focus area of the FISO dimension is Empowering Students and Building School Pride. Throughout the year we focused on increasing student voice and agency, along with building student capacity to monitor personal growth and success. Teachers focused on developing their knowledge of learning intentions and how to develop success criteria with students by using worked examples that were consistent with the High Impact Teaching Strategies (HITS).

Absence from school can impact on students' engagement and connection to their learning so we encourage regular attendance at all times. Common reasons for non-attendance include illness and extended family holidays. Springhurst Primary School's average number of absence days in 2020 was 8.1 days - with a four year average being 13.3 days. This is well below the state average of 13.8 days and 15.3 days respectively.

In our students mid year and end of year reports, the number of absent days for the students are listed with an explanation in relation to weeks/terms of schooling missed. This has been a very effective strategy as a child absent for 20 days per year has in fact missed four weeks of schooling.

The students were excited to return to school following our 2 periods of remote learning. It took some students time to return to the routine of having direct teaching for the full day. However by the end of the year, they had settled. In Term 4 we followed the DETs directive of having a focus on the core curriculum areas and wellbeing.

All teachers followed the DET recommendations related to time allocated to each curriculum area. This made up the basis of the daily program, with additional mindfulness and wellbeing tasks supplementing the academic learning.

There was also a focus on developing student independence as for most year levels the activities were able to be completed independently by the student with minimal assistance from their parents.

**Wellbeing**

Student wellbeing continues to be a focus as it is our belief that if students do not feel comfortable and connected to their school environment, their learning will be impeded. Throughout the year the school promoted a positive school environment at all times and encouraged students to let a trusted adult know if they are having any difficulties.

We continued to be a lead school in Respectful Relationships and provided opportunities for our students to develop their leadership skills. We continue to use our 'wheel of choice' to solve student differences and 'Program Achieve' keys to success to recognise students positive behaviours. We once again had an extensive Kindergarten transition program in which enabled the Foundation students to settle very quickly into school life.

During at home learning, the health and wellbeing of our students and families was at the forefront in everything we did. The most pressing initial concern from staff was in the area of ICT. Although confident in using ICT in their classrooms they were unsure about how it was going to work from home for the students. We provided extensive ICT professional learning opportunities for the staff. Our ICT technician was available to all staff for support. Within the school we all worked collaboratively and willingly shared our knowledge and skills with each other.

The specialist classes were extremely beneficial regarding the health and wellbeing of the students. They did a variety of activities which were outstanding such as creating songs, modified home physical education games, incredible art activities that involved using materials from nature, and stories and follow up activities led by our Librarian.

The initial focus was on supporting students already identified as at risk or needing extra support. The student health and well-being was our greatest priority. There were regular check-ins scheduled from the teachers via ClassDojo and WebEx meetings. The initial concern for staff was the uncertainty of how long it would go on for. The initial curriculum day allowed for discussion around this which alleviated some of the uncertainty. In particular the staff discussed what a typical day would look like for them, the students and the parents.

### **Financial performance and position**

Springhurst Primary School maintained a sound financial position throughout 2020. The 2019 – 2023 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities.

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. Throughout 2020 we kept within the planned budget for the year. The Financial Performance and Position report shows an end of year surplus which includes allocated funds for our MACC and MARC programs. We received a small amount of Equity Funding which contributed towards the employment of an education support teacher and resources to enhance student learning, such as the purchase of mentor texts and the purchase of new student desktops and iPads. We were also fortunate to receive funding from DET for a Music program. We were able to purchase music resources and professional learning for teachers. Our successful Sporting Schools Commonwealth Government funding provided us with expert coaches to develop our students' skills in golf and tennis and enabled us to purchase sporting equipment.

**For more detailed information regarding our school please visit our website at**  
<https://www.springhurstps.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 17 students were enrolled at this school in 2020, 9 female and 8 male.

0 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) which takes into account parents' occupations and education.

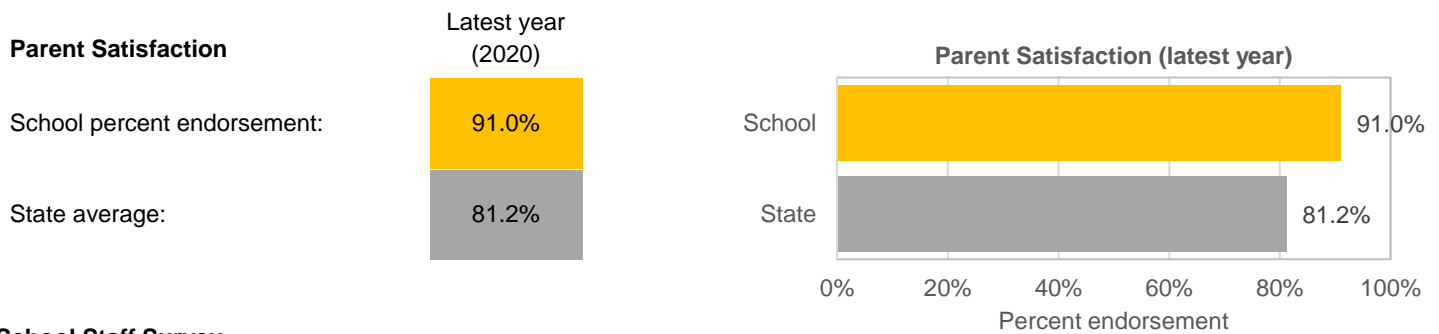
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### 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.

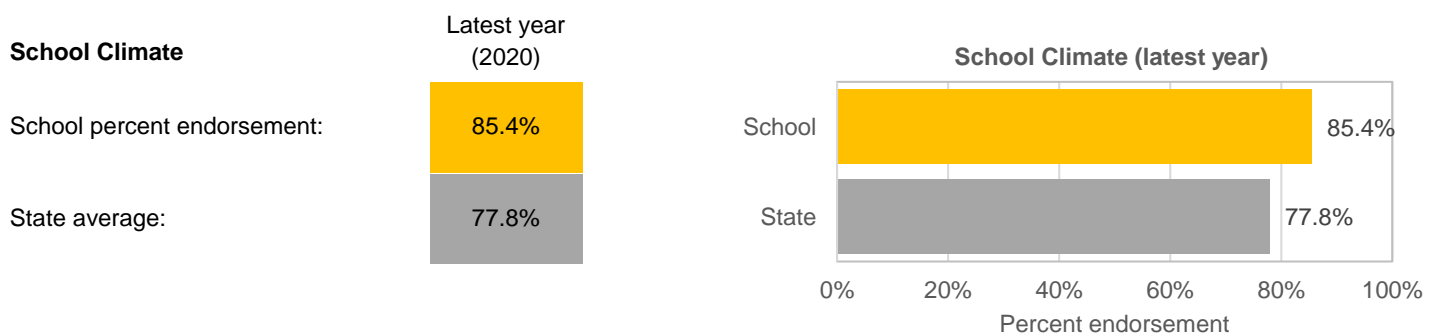


### School Staff Survey

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:

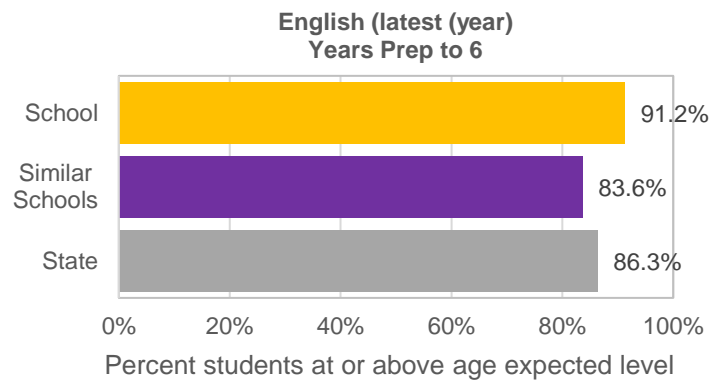
91.2%

Similar Schools average:

83.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

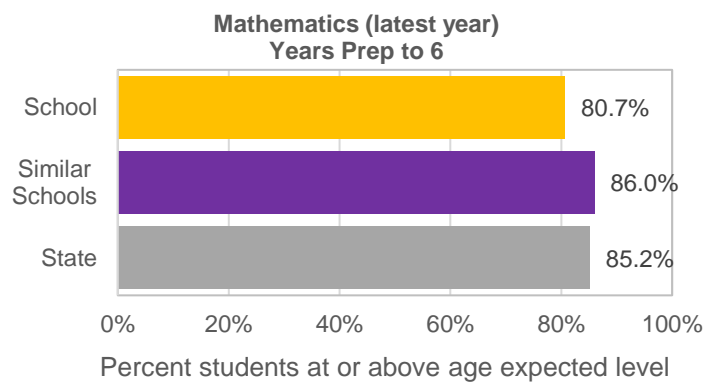
80.7%

Similar Schools average:

86.0%

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

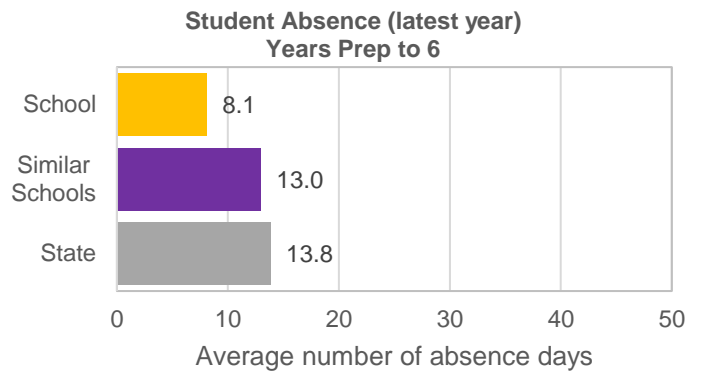
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	8.1	13.3
Similar Schools average:	13.0	15.4
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):	94%	NDA	NDP	95%	97%	NDP	NDP

**WELLBEING**

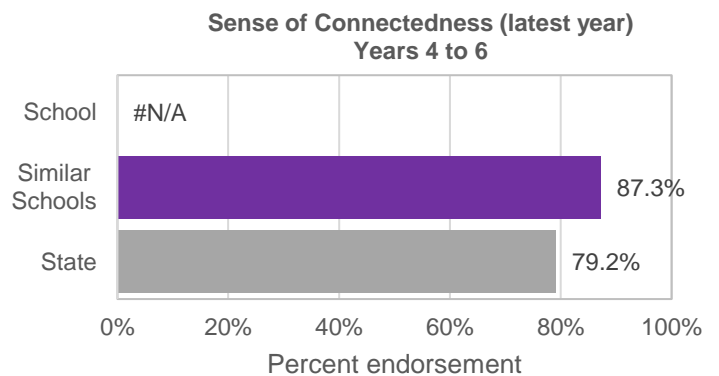
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	68.1%
Similar Schools average:	87.3%	81.4%
State average:	79.2%	81.0%



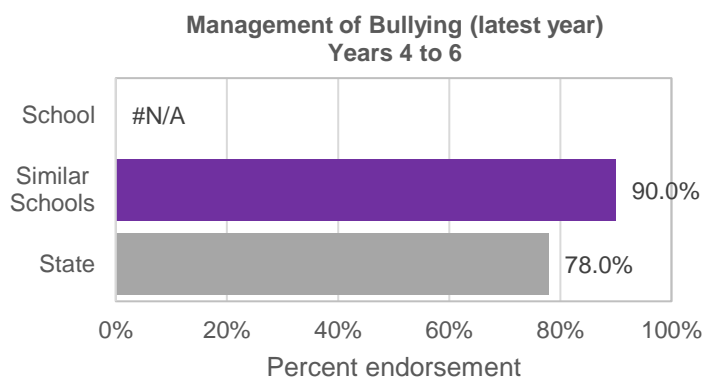
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.1%
Similar Schools average:	90.0%	84.1%
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	\$538,463
Government Provided DET Grants	\$87,013
Government Grants Commonwealth	\$5,559
Government Grants State	NDA
Revenue Other	\$50,892
Locally Raised Funds	\$5,879
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$687,806</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,697
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$7,697</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$552,823
Adjustments	\$799
Books & Publications	\$1,694
Camps/Excursions/Activities	\$3,870
Communication Costs	\$1,356
Consumables	\$16,662
Miscellaneous Expense <sup>3</sup>	\$4,792
Professional Development	\$432
Equipment/Maintenance/Hire	\$12,679
Property Services	\$10,448
Salaries & Allowances <sup>4</sup>	\$5,953
Support Services	\$1,556
Trading & Fundraising	\$825
Motor Vehicle Expenses	\$5,754
Travel & Subsistence	NDA
Utilities	\$3,340
<b>Total Operating Expenditure</b>	<b>\$622,983</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$64,823</b>
<b>Asset Acquisitions</b>	<b>NDA</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$203,841
Official Account	\$1,080
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$204,921</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$10,170
Other Recurrent Expenditure	\$1,245
Provision Accounts	NDA
Funds Received in Advance	\$1,814
School Based Programs	\$13,382
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$24,300
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$1,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$18,000
Asset/Equipment Replacement > 12 months	\$51,099
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$121,010</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.*