

2020 Annual Report to The School Community



School Name: Spring Gully Primary School (3505)



- 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 15 March 2021 at 10:04 AM by Francis Trezise (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 27 April 2021 at 07:16 PM by Ronnie Lowe (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

Spring Gully Primary School has 400 students in Foundation to Grade 6. Our school has 22.6 equivalent full-time teaching staff: 2.0 principal class and 20.6 teachers. There are 6.5 Educational Support Staff.

Our current school Mission, Vision and Values are listed below.

Our Mission:

To foster a community of learners where everyone is valued and has opportunities to reach their personal best.

Our Vision:

- Optimistic, resilient students who are motivated to learn.
- Positive, professional staff committed to the challenges of teaching and learning.
- Core curriculum that builds strong foundations for all learners.
- Learning opportunities that enable students to become active citizens in the global community.
- Actively develop and value the partnership between home, school and the community.
- A safe, stimulating learning environment, which recognises and values diversity.
- Informed students who will actively care for the world environment.

Our Values:

Respect
Responsibility
Resilience

The school continues to achieve sound student learning outcomes in the priority areas of Literacy and Numeracy. Meeting times continue to be highly focused on professional learning and building the capacity of our staff, with a particular focus around Literacy and Numeracy. The role of Professional Learning Communities plays a significant role as we strive for improved student outcomes in 2021. Performing Arts, Visual Arts, Languages and Physical Education programs add to a diverse range of core and extra-curricular activities that support the broader vision of the curriculum. Specialist staff, Education Support Staff and active parent and community helpers, support the work of our classroom teachers.

Professional development is a highly valued by our staff and underpins our progress towards emerging priorities being implemented successfully.

Students are immersed with technology throughout the school, with a particular emphasis on 1:1 access in Grades 3, 4, 5 and 6.

Engagement and well-being has been a key focus at all year levels. The school has taken significant steps to implement programs that support both elements. A focus on student voice, agency and leadership continued to gain momentum throughout 2020 and will continue to be a major focus in 2021 and beyond. The School Chaplain provides an extra layer of support to staff, students and parents, while the involvement of a privately sourced Social Worker is an important resource for our school. The rejuvenation of our school buildings and the enhancement of our school grounds was finally completed 2020 with the construction of numerous shade sails. The school buildings and grounds are now the source of much pride within our broader school community.

Our school is a lead school in the implementation of the Resilience, Rights and Respectful Relationships. We were proud to be selected by the Department of Education as a 'showcase' school for the work we are doing in relation to this important initiative. We are also a School-Wide Positive Behaviour Support (SWPBS) school. Through SWPBS, our school aims to establish a school climate in which appropriate behaviour is the norm for all students. We ensure that the learning environment is focused on creating a positive regard and high degree of engagement for all. To

achieve this, we focus on data and inquiry to drive continuous improvement in our behaviour management processes and policies. SWPBS will continue to be a priority in 2021.

Framework for Improving Student Outcomes (FISO)

The three key priorities of the school in 2020 were:

- Building practice excellence
- Empowering students and building school pride
- Building communities

The Key Improvement Strategies that we focused on to achieve these priorities included:

1. Build consistency and quality of teaching practice across the school, through effective feedback and a culture of professional learning, collaboration and reflection.
2. Enhance teacher capacity to better understand, analyse and interpret data so that we are teaching at each student's point of need.
3. Develop teacher knowledge and capacity to use authentic student voice in order to increase student engagement and ownership in their learning.
4. Develop a clear, well-documented approach to Student Welfare that includes a research based social and emotional learning framework that meets the diverse needs of our students and families.

In 2020 the school made significant progress in relation to Key Improvement Strategies mentioned above. Some activities/programs that supported our success included:

- The continued work of our Learning Specialists
- The review of our Reading Program and our Explicit Teaching Model, which was lead by our new Pedagogy Strategic Team
- A greater focus on data analysis through the work of our Professional Learning Communities and the development of our new Data Strategic Team
- The continued focus on student voice, agency and leadership is - this has lead to a more targeted approach to this key area
- The continued implementation of the School-Wide Positive Behaviour Support framework.

Some of the associated AIP actions and professional development plans were modified to suit the remote and flexible learning environment. This was done by utilising videoconferencing opportunities and harnessing our newly created strategic teams - Pedagogy, Data and Engagement & Wellbeing. A number of actions and professional development plans were also carried over until 2021.

Although the school continued to work towards achieving all outcomes identified in the School Strategic Plan, 2020 was a year of review, and culminated in our school and community successfully developing our strategic intent for the next four years.

Achievement

In 2020 the school continued work on its strategic plan goal of optimising the individual learning growth for each student. During the periods of remote and flexible learning, our staff were able to utilise a mixture of hardcopy materials and online resources for content-delivery and assessment, and consequently, developed new ways of differentiating for students.

The percentage of students assessed through teacher judgement as working at or above age expected standards in English and Mathematics in 2020 was slightly below similar schools given the school's student cohort.

Key strategies to support improvement have included focused professional development for all teachers, especially in the key areas of Literacy and Numeracy teaching. This has been achieved through the continued use of Strategic Teams and the delivery of weekly professional learning, much of which was achieved via video conferencing. The school also continued to build on our understanding of the Professional Learning Communities (PLC) training that was conducted at the end of 2018.

The more efficient use of Essentials Assessment in 2020 has allowed greater accuracy in the fluid grouping of our Grade 3-6 children for Mathematics, through the use of pre and post testing, and the comprehensive analytical tools made possible by this software. This assessment tool is also now being used for Literacy. The establishment of the Data Strategic Team has also enabled the more timely use of a broad range of data, particularly for Reading, Writing and Mathematics. This was largely achieved through our reengagement with the Student Performance Analyser (SPA) software. The Data Team will continue to engage in professional learning throughout 2021, aimed at developing individual and collective capacity in this key area.

One of the many uses of the Compass platform included facilitating the second year of our progressive reporting model in 2020. 'Learning Tasks' relating to Reading, Writing, Mathematics and Topic based learning were released to families every 3 to 4 weeks in addition to the biannual semester reports. 'Achievement Notifications' created by teachers are shared with families via Compass, celebrating student achievements and successes in their academic and personal learning.

Intervention Programs have included phonics-based literacy intervention for identified Prep, Grade 1 and Grade 2 students and the continuation of a Mathematics extension/support program for identified students in Grade 3 and 4. Individual Learning Plans were developed for students achieving 18 months above the expected level or 12 months below expected level, along with students supported through the Program for Students with Disabilities, Koorie Students and Students living in Out of Home Care.

An extension program for high-achieving writers in Grade 2 and Grade 3 was also implemented in 2020.

Engagement

Overall student absence data is lower than the State median and lower than similar schools given the school's student cohort. The 4-year average is also lower than the State median and lower than similar schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the weekly newsletter, reminder newsfeeds via Compass and at parent events. The school will also continue to support families with students that have significant absences. The School Chaplain and Social Worker have played an important role in this regard. We also continue to welcome other private allied health professions, such as Speech Therapists and Occupational Therapists, to our school so that they can support our students and families.

Feedback from the Parent Opinion Survey indicated high percentages of positive endorsement and all modules were above Similar and Network Schools. This includes 91% positive endorsement for Connection and Progression, 85% positive endorsement for Parent Community Engagement, 88% positive endorsement for Safety, 92% positive endorsement for School Ethos & Environment, 88% positive endorsement for Student Cognitive Engagement and 86% positive endorsement for Student Development. The survey included 98% positive endorsement for General School Satisfaction.

The School Staff survey endorses the view that there is a strong and positive collective focus on student learning, efficacy and responsibility. (Collective Focus on Student Learning 96% positive endorsement, Collective Efficacy 87% positive endorsement and Collective Responsibility 96% positive endorsement). This survey also supports the strong culture of parent and community involvement with a 86% positive endorsement in this specific area.

The Attitudes to School Survey data for Year 4, 5 and 6 students was generally below the State mean. A majority of survey outcomes were also lower than similar schools on adjusted school performance. Pleasingly, the measure for Student Voice & Agency was higher than the State mean and similar school, which has been a area of significant focus for our school.

Programs that were used to support student engagement included:

- Super Group
- German Club
- Chess Club
- Drawing Club

- Instrumental Music
- Kids Club
- Various Camps, Excursions and Incursions
- Special Art Classes
- Dance Troupe
- Coding Club

Provision of student voice, agency and authentic leadership opportunities were offered through the School Captains, House Captains, Student Representative Council, Buddy Program and School Assemblies. This particular area continued to receive significant school-wide attention in 2020. The development of a clear, well-documented approach to Student Welfare also progressed as the school continued to implement the School-Wide Positive Behaviour Support (SWPBS) framework.

Wellbeing

Based on 2020 Student Attitudes to School survey results, Spring Gully Primary School is generally achieving results below the median of all Victorian Government schools. A majority of survey outcomes were also lower than similar schools on adjusted school performance. These results were carefully analysed, student focus groups were formed and ideas were developed for implementation in 2021, in order to improve this data. School survey data indicates high levels of staff and parent satisfaction in the area of wellbeing.

The school continued to be involved in a Community of Practice (CoP), involving 7 other schools, that are focusing on student voice, agency and leadership. One strategy used by the CoP was to gather additional feedback from students via Pivot surveys. This survey data was used by the school to monitor progress in this focus area. Pivot surveys will be used again in 2021 to allow all teachers to engage students in meaningful discussions relating to their experience of student voice, agency and leadership. Our student voice, agency and leadership rubric continues to be used by all staff to ensure greater consistency in this key focus area.

Our school continues to investigate the best means of supporting all staff and students through quality professional learning. In 2020, a Engagement & Wellbeing Strategic Team was established as a means of building on our individual and collective knowledge base. Continued professional learning opportunities for all staff have been planned for 2021, including the continued school-wide implementation of SWPBS.

Our role as a 'lead school' in the Department's 'Respectful Relationships' initiative has contributed to making all key stakeholders feel respected and safe at school. Additionally, Super Group, a program aimed at supporting social skills and peer connection of identified students, has continued to be very successful.

Financial performance and position

The 2020 Financial Performance & Position Report shows a surplus of \$12,676.

The school's bank account balance as at 31/12/20 was \$396,672 inclusive of funds in the HYIA, Official account and Beneficiary account.

Spring Gully Primary School has continued to administer its finances through 2020 responsibly and maintained a sound financial position.

An amount of equity funding was not spent but was tagged in the 2021 budget.

In a year like no other, income and expenditure, special grants, fundraising and government funding varied from previous years.

Parent Club only had two fundraising events for the year – Easter raffle and mango fundraiser therefore reducing funds for the school. No other fundraising events were able to be held.

Additional funding was received for COVID19 cleaning uplift to maintain a safe working environment.

Face to face professional development did not take place due to COVID and many other activities and events were cancelled (eg: camps, excursions, incursions, swimming program). As CRT's were not eligible for Job Keeper, they were entitled to compensation from Spring Gully Primary School Council.

Our expenses for Remote Learning Packs was approx. \$7500 for folders, photocopying etc. Additional funds were also spent on computer applications/licenses suitable for student use during remote learning.

The school continued with the ICT program, allowing all children in Grades 3-6 to participate in the 1:1 Netbook Program. This program was very important during remote learning.

Spring Gully Primary School continued completing upgrades and modernisation to the school site and outdoor learning areas. School Council approved and funded \$27,009 for flag poles and steps, replaced stolen server \$6,155, purchased library furniture \$16,127, installed pin boards \$30,000, replaced BER sliding doors \$19,580, purchased new BER Mod 5 air conditioner \$3,870, completed retaining walls \$8,109, completed asphalt and kerbing \$44,320, excavation for trees and installation of mud rocks \$10,000 and soft play \$4,500.

Unspent budgets in 2020 due to COVID19 enabled funds to be allocated to previously non budgeted programs due to COVID19, as well as unspent funds being committed to support 2021 budgets for the achievement of educational outcomes and other operational needs of the school.

For more detailed information regarding our school please visit our website at
<https://www.sgps.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 398 students were enrolled at this school in 2020, 180 female and 218 male.

1 percent of students had English as an additional language and 4 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.

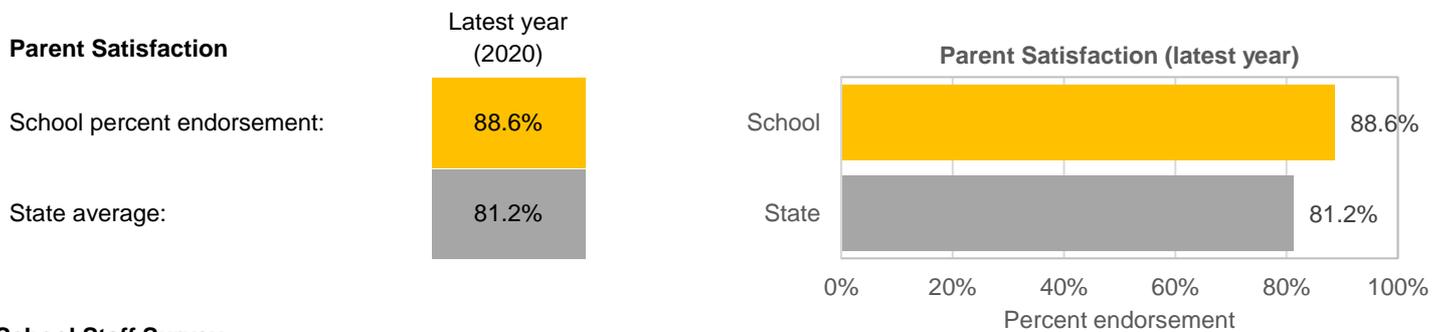
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

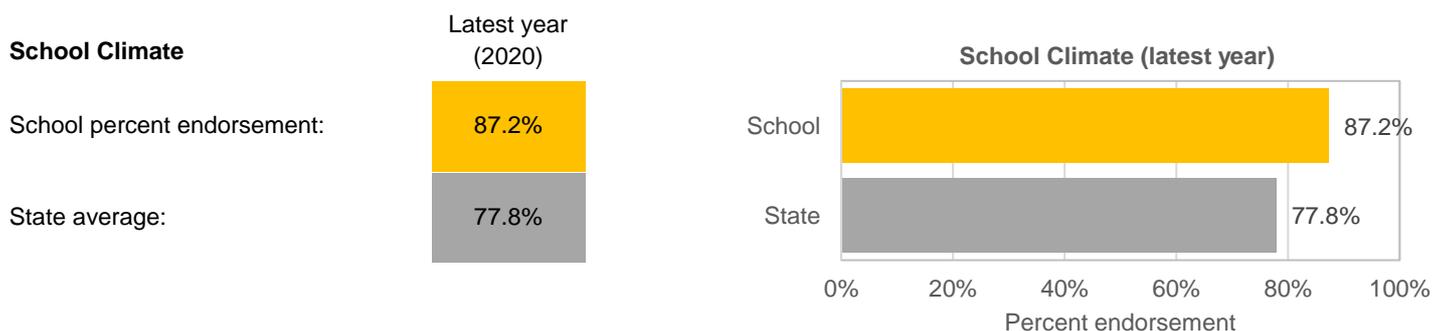


School Staff Survey

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:

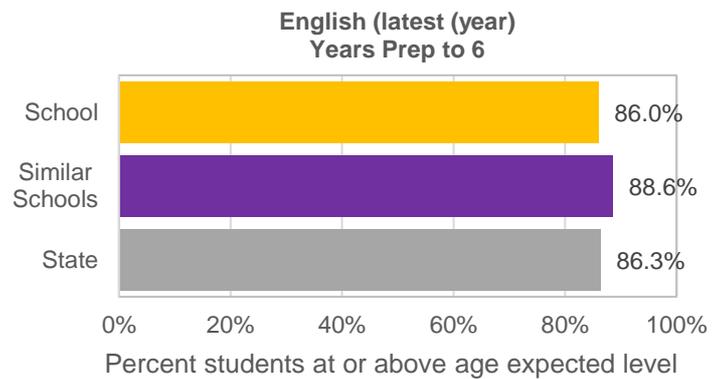
86.0%

Similar Schools average:

88.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

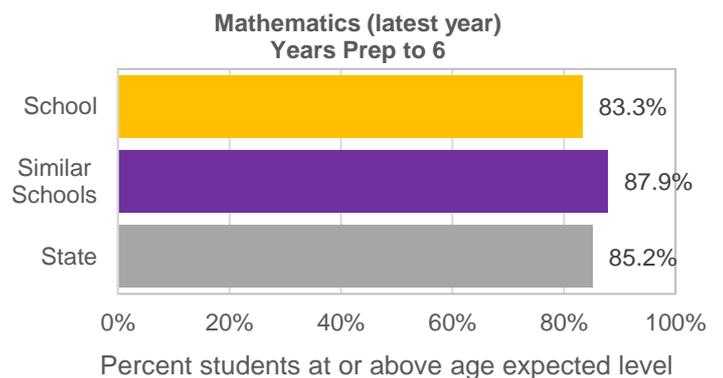
83.3%

Similar Schools average:

87.9%

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

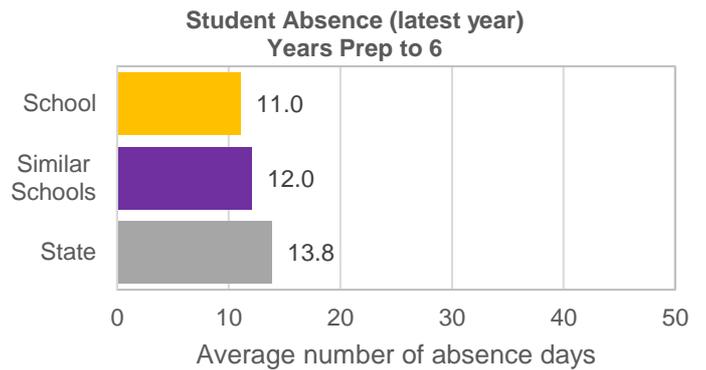
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.0	13.5
Similar Schools average:	12.0	14.4
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%	95%	94%	95%	94%	93%	95%

WELLBEING

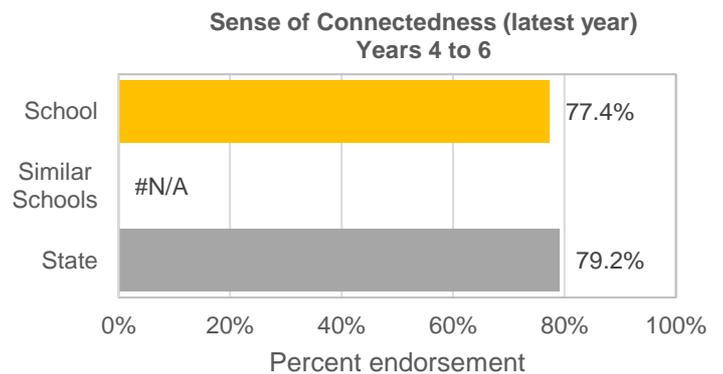
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	77.4%	77.9%
Similar Schools average:	NDP	80.0%
State average:	79.2%	81.0%



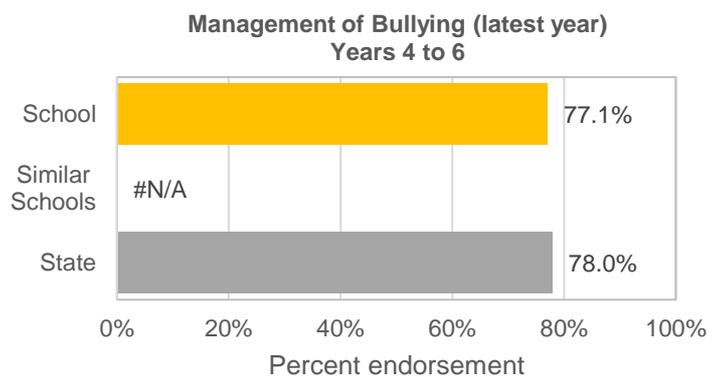
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	77.1%	77.6%
Similar Schools average:	NDP	81.1%
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	\$3,152,783
Government Provided DET Grants	\$649,318
Government Grants Commonwealth	\$8,720
Government Grants State	NDA
Revenue Other	\$5,205
Locally Raised Funds	\$146,207
Capital Grants	NDA
Total Operating Revenue	\$3,962,233

Equity ¹	Actual
Equity (Social Disadvantage)	\$69,020
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$69,020

Expenditure	Actual
Student Resource Package ²	\$3,125,423
Adjustments	NDA
Books & Publications	\$2,959
Camps/Excursions/Activities	\$31,779
Communication Costs	\$2,277
Consumables	\$56,520
Miscellaneous Expense ³	\$36,796
Professional Development	\$7,755
Equipment/Maintenance/Hire	\$129,300
Property Services	\$237,058
Salaries & Allowances ⁴	\$138,466
Support Services	\$41,257
Trading & Fundraising	\$50,583
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,322
Total Operating Expenditure	\$3,894,496
Net Operating Surplus/-Deficit	\$67,737
Asset Acquisitions	\$8,585

- (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	\$336,253
Official Account	\$56,617
Other Accounts	\$3,802
Total Funds Available	\$396,672

Financial Commitments	Actual
Operating Reserve	\$102,271
Other Recurrent Expenditure	\$3,056
Provision Accounts	NDA
Funds Received in Advance	\$20,179
School Based Programs	\$118,577
Beneficiary/Memorial Accounts	\$3,802
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$17,250
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$17,074
Maintenance - Buildings/Grounds < 12 months	\$101,838
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$384,047

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.