

# 2022 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 of the previous calendar year 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 09 May 2023 at 11:46 AM by Jacob Schonafinger (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 18 May 2023 at 11:44 AM by Julia Barwick (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 disabilities 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

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## School context

Springhurst Primary School is a small rural school located off the Hume Freeway, 11 kilometres south of Rutherglen and halfway between Warburton and Warrackbeee back 144 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 teach for progress not perfection.

At Springhurst Primary School, we aim to create a supportive and stimulating learning environment which will respond to the changing needs of our students.

- 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.

In order to achieve these things, we live by our values: Safe, Happy and Learn.

Intent- To demonstrate 'Excellence in Teaching and Learning' enabling every student to achieve learning growth and engagement. We will create a positive learning environment, 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 enhance our framework and instructional practices accompanied by researched high impact teaching strategies will significantly increase student progress. Our students 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 confident learners.

We have an ideal teacher/student ratio for our 20 students consisting of one full time Principal, one 1.0 Teacher, one 1.0 Education Support, and one the Mobile Librarian based at our school.

We provide a variety of authentic learning experiences - cooking and gardening to name a few.

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

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Springhurst PS continued to implement the Respectful Relationship program to great effect, helping to promote positive attitudes towards those with diverse needs. At a recent board of management conference with the view to run the program alongside Respectful Relationship program. It is hoped that with the extra learnings taken on board

- Assemblies on Monday morning. Giving students an opportunity to reflect of their achievements, weekend activities, and the school's values.
- The opportunity for students to work within multi-age groups and buddying with younger students.
- Chances for independent work time.
- Strength-based, problem-solving language is lead by the staff to ensure students are aware that it is ok to make mistakes and try new things.
- Teachers modelling school values so that it is not just 'rules' for students.
- Building relationships within the classroom and having stronger conversations around being respectful and learning to be cooperative.
- Activities are angled toward the interests of the students

### Wellbeing

Springhurst Primary School continues to promote a strong, proud and positive school culture. There is an expectation of students being responsible and having success. There are high expectations of all students' behaviour by all staff as well as the students themselves. 2022 saw the implementation of a wellbeing program

With the shift in value names and the slight change to the daily messaging they (the students) were able to be reflective on their behaviour and 2022 seeing increases in Sense of Inclusion(+5%), Student Voice and Agency (+13%), and Students Not experiencing bullying (+20%). These results show a better performance than similar schools as well as a better performance than the state average.

Students Attitude to school – Students at our school completed the ATSS in 2021 and the results were: Sense of Connectedness indicated 82.7%. Bullying indicated 86.7% positive responses with similar schools 85.2% and state average 78.4% respectively. These results indicate our efforts at our schools as well as a better performance than the state average.

## Engagement

Springhurst Primary School continued to have positive and strong attendance across all year levels from Foundation to Year 6. Considering the overall attendance rate being down (by 5%), students who didn't miss a single day rose (up 8%). We are vigilant about educating our students and attendance is maintained.

If a child is absent from school, a phone call is made to the parent/carer seeking an explanation for this absence. Regular reminders are also in place. Reports with a table outlining to parents/carers the impact this has on their child/ren's learning. To maintain a sense of community engagement, a newsletter was developed and presented to the school council for feedback. There was a discussion about the purpose, audience, frequency, and type of content. We found parents are more likely to read a social media post than on our website or newsletter.

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## Other highlights from the school year

Springhurst Primary School took full advantage of the Positive Start initiative in 2022 by providing students with an opportunity to participate in activities that they had never been before.

As a school, Springhurst continued to prioritize the need for activities and learning opportunities outside of school. With grants from Sporting Schools, we have been able to provide our students with a variety of experiences. After each camp/excursion/experience, the staff spends time reflecting and reviewing how the program was run and the value that it holds for the school.

- Camps
- Sporting lessons
- Information sessions outside of schools
- cluster events
- Promotion of community-based events

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## Financial performance

Springhurst Primary School maintained a sound financial position throughout 2022. The 2019 – 2023 School Strategic Plan, along with the 2022-23 budget, support school programs and priorities. All funds received from the Department, or raised by the school, have been expended, or committed to, in accordance with school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised. Throughout the year, the school shows an end of year surplus which resulted from some long term leave, and includes allocated funds for our MACC and MARC programs (including the employment of an education support teacher and resources to enhance student learning and mental health funds allowed us to provide music therapy sessions). Funding for the installation of two new shade sails. Commonwealth Government Sporting Schools funding provided us with new sporting resources which was quite profitable for our school in 2022, which allowed some subsidisation of excursions and purchase of resources.

# 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 2.0 (FISO 2.0).

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 22 students were enrolled at this school in 2022, 10 female and 12 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).

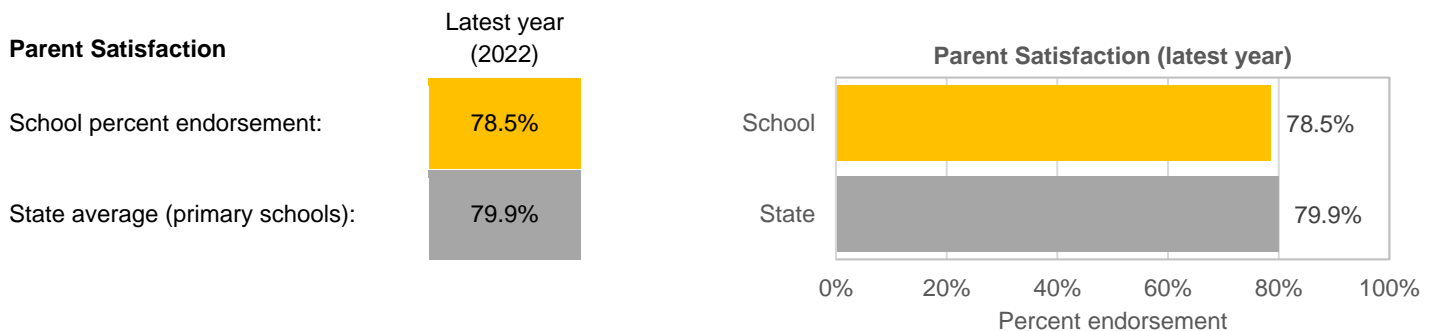
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

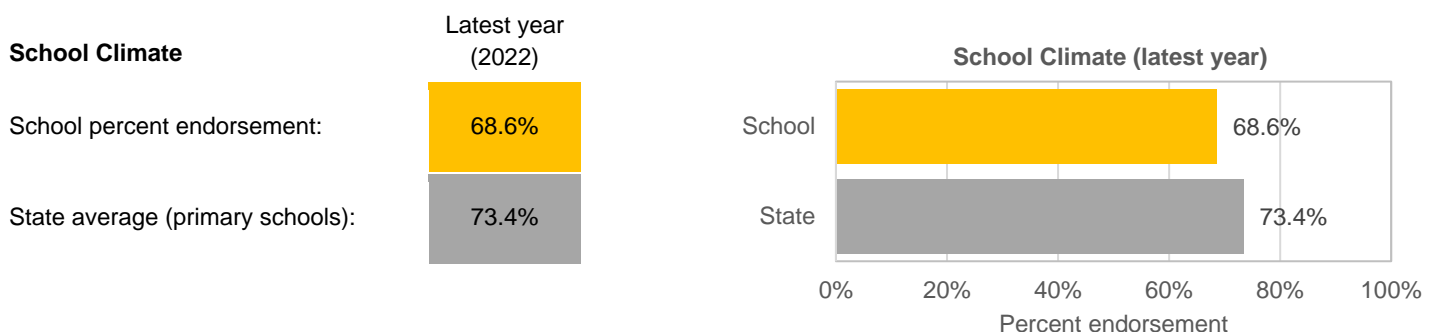


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

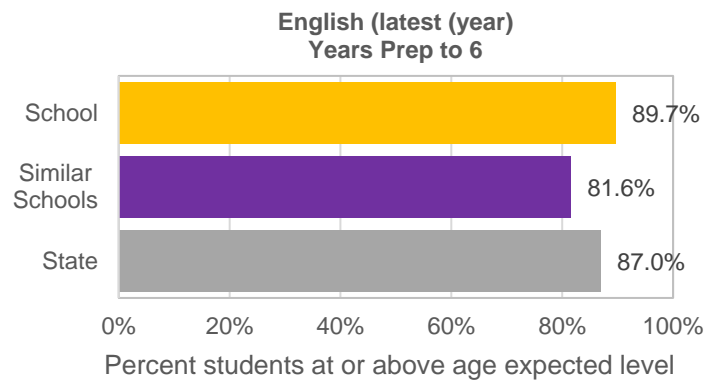
89.7%

Similar Schools average:

81.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

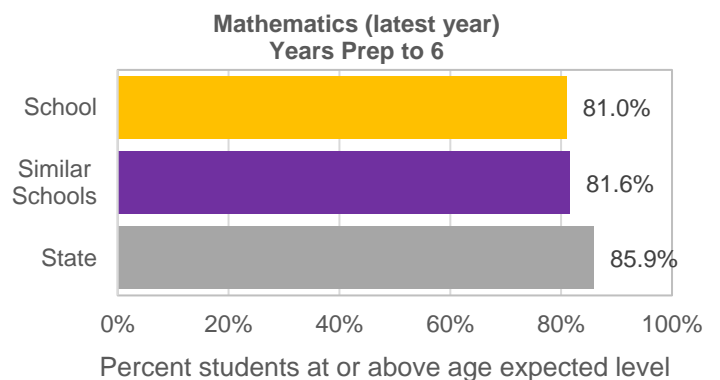
81.0%

Similar Schools average:

81.6%

State average:

85.9%



## LEARNING (continued)

**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.

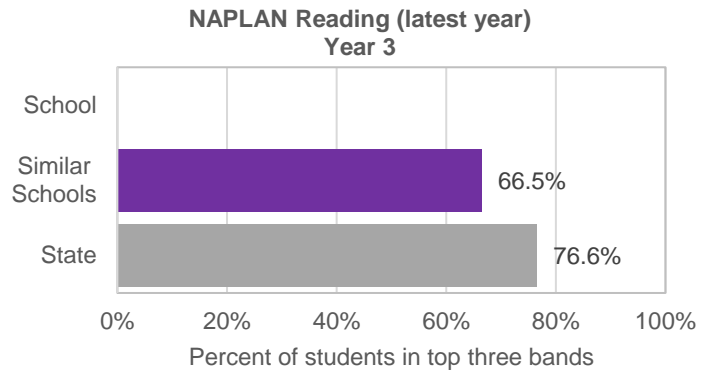
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

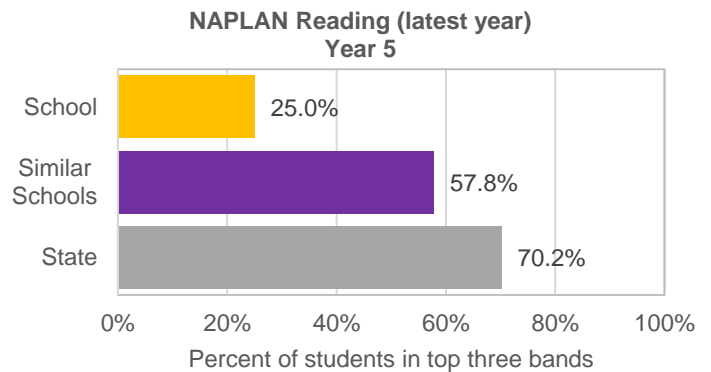
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	100.0%
Similar Schools average:	66.5%	64.3%
State average:	76.6%	76.6%



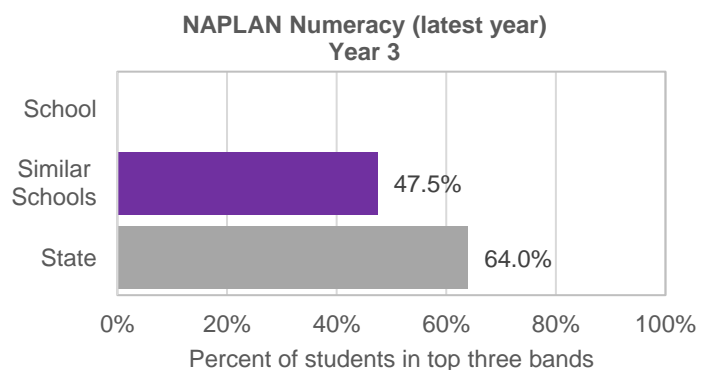
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	66.7%
Similar Schools average:	57.8%	58.0%
State average:	70.2%	69.5%



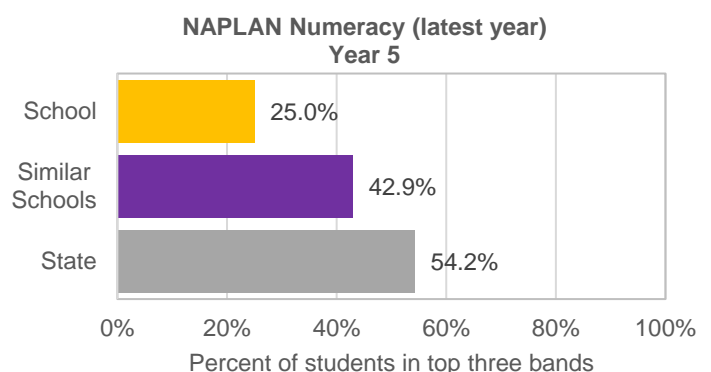
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	100.0%
Similar Schools average:	47.5%	55.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	41.7%
Similar Schools average:	42.9%	45.4%
State average:	54.2%	58.8%





## WELLBEING

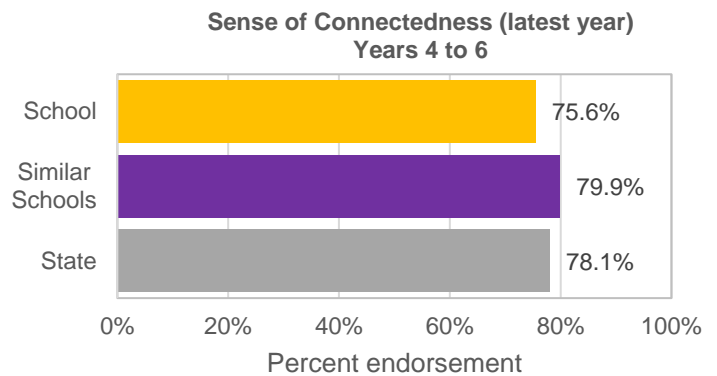
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.6%	79.4%
Similar Schools average:	79.9%	81.0%
State average:	78.1%	79.5%

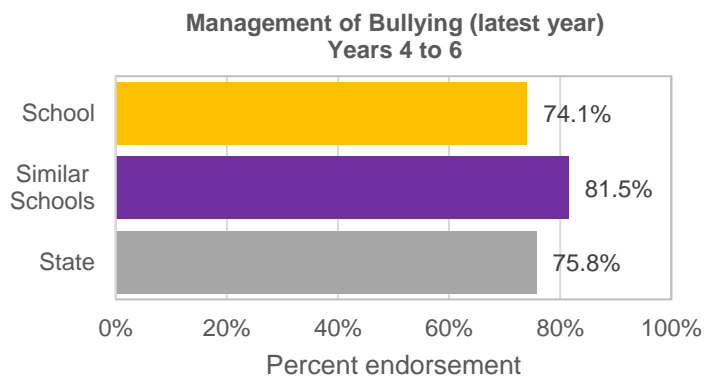


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.1%	82.4%
Similar Schools average:	81.5%	83.2%
State average:	75.8%	78.3%



## ENGAGEMENT

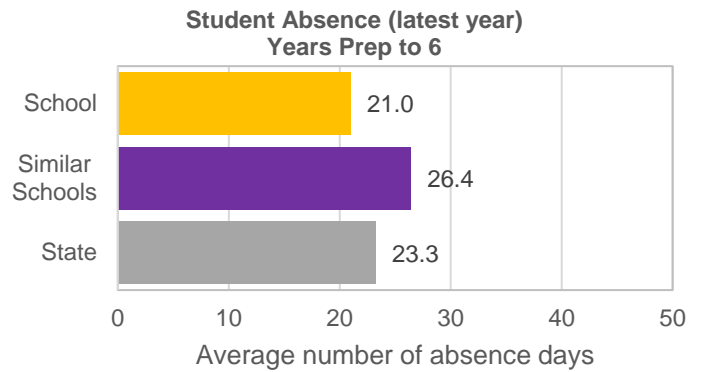
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.0	13.0
Similar Schools average:	26.4	18.7
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	83%	91%	NDP	NDA	85%	95%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$688,171
Government Provided DET Grants	\$135,533
Government Grants Commonwealth	\$3,000
Government Grants State	\$0
Revenue Other	\$21,068
Locally Raised Funds	\$11,948
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$859,721</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,776
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,776</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$656,039
Adjustments	\$0
Books & Publications	\$1,987
Camps/Excursions/Activities	\$4,794
Communication Costs	\$1,027
Consumables	\$15,561
Miscellaneous Expense <sup>3</sup>	\$27,485
Professional Development	\$4,003
Equipment/Maintenance/Hire	\$1,881
Property Services	\$14,945
Salaries & Allowances <sup>4</sup>	\$15,585
Support Services	\$8,458
Trading & Fundraising	\$2,311
Motor Vehicle Expenses	\$13,172
Travel & Subsistence	\$270
Utilities	\$4,128
<b>Total Operating Expenditure</b>	<b>\$771,646</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$88,075</b>
<b>Asset Acquisitions</b>	<b>\$28,700</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 25 Feb 2023 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 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$286,879
Official Account	\$2,128
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$289,007</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$17,233
Other Recurrent Expenditure	\$8,222
Provision Accounts	\$0
Funds Received in Advance	\$1,500
School Based Programs	\$7,039
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$43,645
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$86,558
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$36,201
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$30,000
<b>Total Financial Commitments</b>	<b>\$230,399</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.*