

2017 Annual Report to the School Community

School Name: Specimen Hill Primary School

School Number: 1316

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

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 references the gold specimens that were found in the area.

In 2005/6 the original school building was demolished and replaced by a new school that was rebuilt on the original site, enabling a more efficient, flexible and modern learning environment to take learning into the future. This year, a long awaited additional building arrived on site. This building was purchased by the school to provide additional office space, however it will be needed as a classroom in 2018. The school grounds are very picturesque and the school community takes pride in the school environment. The school is considered to be the 'hub of the community'.

The school has a school SFO of 0.65 drawing from a predominantly low socio economic demographic. Its student population in 2017 was 298 students with 18.5 teaching staff and 4.1 support staff members. There are 13 classrooms operating from P-6 assisted by specialist areas consisting of: Physical Education, Art, Chinese –Grades 3-6, Music –Grade P-2 and weekly rotations that include: science, circus program, ICT, music, geography and cooperative games. The school is a highly stimulating and engaging environment that caters for the needs of every child. Our focus is on 'Every opportunity for every child'.

Specimen Hill has a dedicated daily 2 hour Literacy and one hour Numeracy block complimented by a number of literacy intervention programs funded by the 2017 equity funding. These programs include: Reading Recovery -working with three students concurrently (Grade 1) and an EXPLORE program which provides literacy support on a 1:1 basis for students from Grades 2-6. An Oral Language intervention program is conducted for Prep students along with a Lifestyles and Instrumental program for students with extra needs. The school has a full time nominated School Improvement Officer (SIO) who provides Professional Development, and coaching to staff in the areas of Literacy and Numeracy to improve teacher practice. Consistency of planning and teaching is also provided by timetabled team planning and data informed teaching across the school. Differentiation and personalised programs are implemented to enable students to set personal goals and pathways for best outcomes.

The school has an outstanding Wellbeing program which underpins all programs and learning across the school. The Assistant Principal role and a 0.6 Wellbeing Officer coordinate and conduct this program. The Speci Wellbeing Program is conducted by the Wellbeing Officer and operates in every classroom on a weekly/fortnightly basis. Other elements of the program include the Boys and Girls groups, the schools 5 key values: **honesty, respect, excellence, persistence and resilience**, parent and individual wellbeing support meetings, The Alternative Lunchtime Program (ALP) and consistency of rules and expectations across the school. The school operates a high profile Junior School Council which consists of two students from each class who are elected by their peers. The Junior School council is extremely high functioning with the focus on developing student leadership, presenting a strong student voice and enables involvement of the whole school in a range of school and community projects and activities.

Specimen Hill has a sister school relationship with Xing Hai Elementary School in Suzhou, China through the Bendigo Team China initiative. Every second year the school hosts up to five Chinese students for an eight week cultural experience and up to four Grade 5/6 Specimen Hill students visit China for a nine day cultural visit. This program has been extremely successful over the years and compliments the school's Chinese language program.

The school has a very strong focus on high expectations for every student with the assumption that every child will achieve to their full potential. This accomplishment has been demonstrated each year in the school's very positive school data. The school community holds high expectations for its students and parents are extremely supportive of the school's programs especially in home reading. The home school partnership is highly valued and successful

Framework for Improving Student Outcomes (FISO)

A key focus of the school for 2017 Annual Implementation Plan was;
Excellence in teaching and learning

- To review the Integrated Units and to enhance the integrated approach focusing on personalised learning for all students. This will also assist students who require modified programs.

Professional development sessions were conducted where staff reviewed the Integrated units to ensure that they aligned with the Victorian curriculum. A common template was developed for units to be planned that focused on providing students with a rich assessment task that provided students with the opportunity to demonstrate their learning in a range of ways.

Modified programs for students requiring these were a focus throughout the year, with teachers improving their skills in catering for individual student needs be they academic, social or emotional.

Positive climate for learning

- To continue to develop teacher trust in relation to students taking more ownership in their own learning. *Gaol setting in key learning areas was a focus for all students across the school. Reading and writing goals are part of daily classroom practice as well as students regularly being given the opportunity to set individual goals. Staff training that further developed their understanding of trauma, disability and their effects on student learning and behaviour was a key focus for the year. This has led to improvement of personalised programs for all students.*

Achievement

The school focused on addressing the individual learning needs of all students through goal setting and developing more personalised learning for all. Ambitious targets were set for student learning. NAPLAN results in reading were strong with 57% of year 3 and 5 students achieving in the top two bands. This was well above the target of 32% of students achieving above level set in the 2017 AIP. A target of 52% of students achieving above expected level in Reading and Viewing, according to teacher judgement, across P-6 was set in the AIP. This target was almost achieved with 49.7% of students assessed as achieving above expected level in Reading. In the 2017 AIP a target of 27.5% of students achieving above expected level in NAPLAN was set for Writing. 51% of students in Year 3 and 25% of students in Year 5 achieved in the top two NAPLAN bands. The teacher judgement target for Writing, was 28% above expected level across the school. This target was met with 28.3% of students achieving above expected level according to teacher judgement. Writing will be a focus throughout 2018. The targets for Numeracy were 30% of students achieving above expected level in Numeracy in NAPLAN and 37% above expected level according to teacher judgement. In Year 3, 48% of students and in Year 5, 57% of students achieved in the top two NAPLAN bands. A target of 37% was set, in the AIP, for students achieving above expected level in Number and Algebra according to teacher judgement. 35.2% of students achieved above expected level, almost achieving the target set. A target of 30% of students achieving above expected level in Spelling, in NAPLAN was set, this was achieved in both Year 3 with 33% of students achieving above expected level and 30% of Year 5 students. Spelling will be an ongoing focus for 2018. In NAPLAN data, indicating learning gain between Years 3-5, high student gain was achieved in all areas by over 25% of students. Pleasingly 37.1% of students had high gain in Reading and 45.7% in Grammar and Punctuation. Overall there are many positives in the school's student performance data demonstrating that teacher practice is effective. Writing data is an area for focus in 2018 with 37% of students showing low gain from Years 3 to 5 according to NAPLAN data. When compared to similar schools, Specimen Hill Primary school is achieving above in the areas of Numeracy, Writing and Reading.

Engagement

Annual report data on student attendance indicates that the average student absence was 15.42 days over 2017. This is lower than the state average of 15.61 days but higher than the previous year's absence rate of 15.3 days. The overall trend across the state and the school is that absenteeism rates are rising. Unfortunately in 2017, 26% of students were absent from school for more than 20 days and 14% more than 30 days. This level of absenteeism does negatively impact student's achievement levels. Pleasingly 46% of students were absent from school less than 10 days, an increase from the previous year of 43%. The attendance rate of Aboriginal students was lower than that of non-Aboriginal students with an absence rate of 18.9% days as compared with non-Aboriginal students of 15.2 days. However the attendance data for Aboriginal students when compared to both the state and similar schools is pleasing. State-wide, 41% of Aboriginal students recorded over 20 days of absences and similar schools to Specimen Hill 40%. The school continued to work with the Koorie Education Support Officer throughout 2017 to ensure that Aboriginal students were engaged and attending school. The attendance rate of equity funded students was lower than that of non-equity funded students, with 28% of equity funded students having absences of 20 days plus as compared to 21% of non-equity funded students. The school continues to implement new initiatives into the school to encourage attendance. Some of these include specific programs such as: 97% to 100% attendance awards each term and classroom strategies such as improving engagement through modified and personalised programs, rotations, Circus program, greater inclusion of ICT into classrooms, the Breakfast program, Running Club, Hamper program for families in need and Before and After School programs. Although these programs are having a positive impact the school will be looking to put an even greater focus on these initiatives throughout 2018 to address the small number of students who have high absenteeism rates.

Wellbeing

2017 saw the inclusion of Year 4 students in the Attitudes to School Survey. The survey was conducted electronically for the first time also. The overall results were pleasing, with some areas requiring attention. 91% of students in Years 4-6 felt that teachers used classroom time effectively, and 88% differentiated the learning. However overall male students were less positive in this area than female students. 87% of students were positive about classroom behaviour, in particular students felt that teachers had very high expectations around their learning and behaviour, with some questions receiving a 100% positive response. However, overall only 72% of students thought that other students treated each other with respect. Overall teacher/student relationships were perceived very positively by students with 99% of students indicating that their teacher has high expectations of them. However an area for ongoing focus is the area of bullying. 47% of students indicated that they had experienced bullying through the Parent Opinion Survey, although 85% of students responded positively to questions around the management of bullying in the school. The school has a clear process for managing bullying in place and students are very aware of what constitutes bullying. Although 82% of students felt a sense of belonging and 93% felt included, student voice and agency was not perceived so positively with only 75% of positive responses in this area. Overall the parent opinion survey was very positive with 93% of positive responses in terms of overall

satisfaction with the school. This is higher than the state average of 88%. The staff survey, although generally positive identified some areas for future work. Overall staff satisfaction was 74%, 1% below state averages. Professional development and peer observation were two areas identified for an improved focus in 2018.




For more detailed information regarding our school please visit our website at
[enter web address here]




Performance Summary

The Government School Performance Summary 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.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 




School Profile	
<p>Enrolment Profile</p> <p>A total of 298 students were enrolled at this school in 2017, 154 female and 144 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	


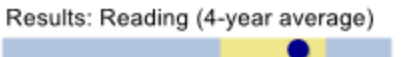






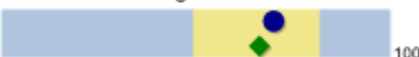
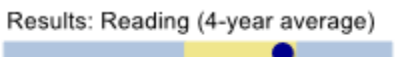






Performance Summary

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Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

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Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>

Performance Summary

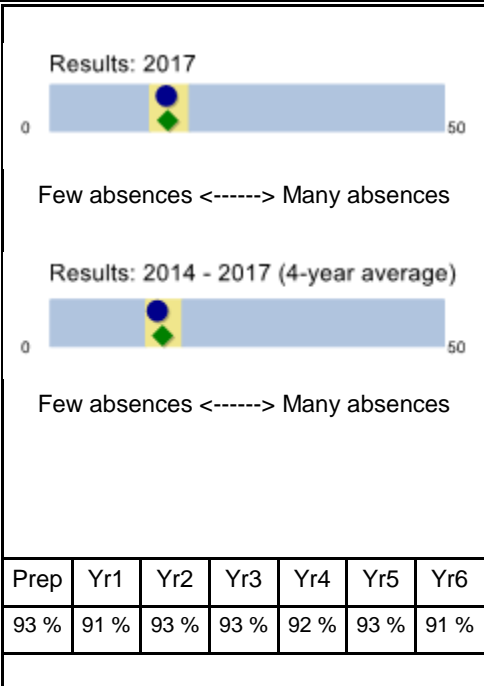
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Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>43%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>41%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>49%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	43%	37%	Numeracy	20%	54%	26%	Writing	32%	41%	26%	Spelling	20%	57%	23%	Grammar and Punctuation	6%	49%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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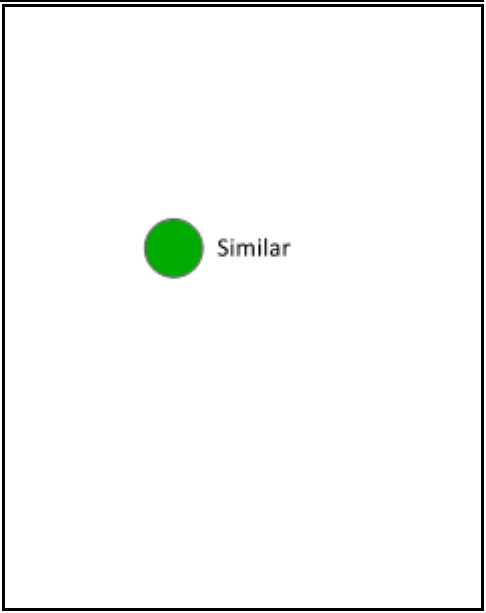
Engagement	Student Outcomes	School Comparison
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Performance Summary

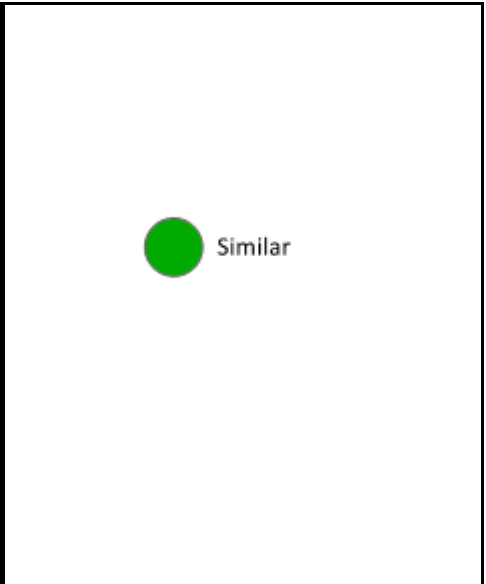
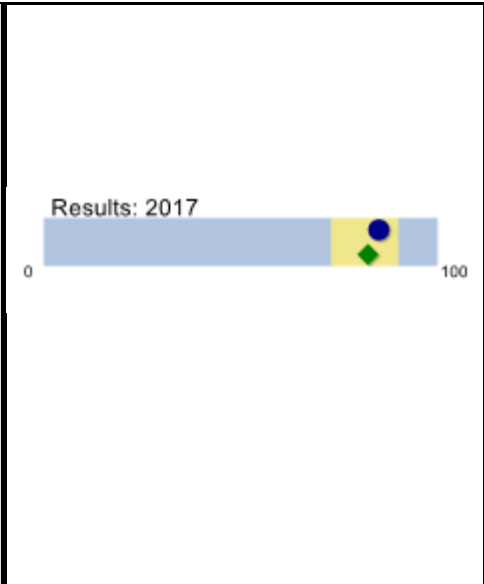
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Wellbeing	Student Outcomes	School Comparison
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Students Attitudes to School - Management of Bullying

Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



How to read the Annual Report

Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement
Summary for the year ending 31 December, 2017

Financial Position as at 31 December, 2017

Revenue	Actual
Student Resource Package	\$2,422,994

Total Operating Revenue	\$3,165,831
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Equity ¹	
Equity (Social Disadvantage)	\$447,708

Equity Total	\$447,708
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Student Resource Package ²	\$2,337,818
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Total Operating Expenditure	\$2,992,283
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Net Operating Surplus/-Deficit	\$173,548
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\$69,795

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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.