

2016 Annual Report to the School Community

School Name: Specimen Hill Primary School

School Number: 1316



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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 is in reference to 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. 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 0.67 drawing from a predominantly low socio economic demographic. Its student population in 2016 is 296 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-4 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 2016 Equity funding. These programs include: Reading Recovery -working with four 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 0.8 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 functioning and 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)

Key improvement initiatives as indicated in the 2016 AIP are:

Excellence in teaching and learning by

- Embedding the Prep Oral Language program for low performing students combined with the exposure and teaching of explicit and extended vocabulary across the school for staff and students. The implementation and application of Critical and Creative thinking skills across all learning tasks is also a focus.

The Prep Oral Language program was instrumental in improving the language skills of a group of prep students (18) combined with support from the school Speech Pathologist. All teachers were trained in the use of Tier 2 words to extend each student's spoken and written use and understanding of extensive vocab. This will continue to be a strong focus in the future.

Building a climate for learning through setting expectations and promoting inclusion is enhanced by

- The development of personalized learning for all students. Particular attention to students with extra needs and talents and PSD students. Catering for the needs of students through modifications, personalized learning, intervention programs, developing creative and higher order thinking skills are particular strategies across all learning area.
- *This is a strategy that is continuing to develop as staff and students become more proficient and deepen their understanding*

of the required practice. It has given students greater voice, accountability and engagement in their learning with some outstanding achievements. Areas to be further developed in 2017 are to: deepen the understanding of personalized teaching and learning and to recognize and cater for the needs of all students by providing alternatives to the regular program. For the whole school to operate an integrated approach with the use of an updated integrated curriculum and to plan accordingly.

Building Communities through

- Embedding the 5 key School Values- **resilience, respect, persistence, honesty and excellence** across the school was a key priority for 2016. Additional programs to support this were the Resilience Project and the Passions and Pathways Program for Grade 6 students.

The values have become integral to all that is done at school for all stakeholders. Students capably can articulate the values, meanings and actions demonstrating them on regular occasions. The Resilience Project which was a key initiative related to the values had a focus on student health and fitness but unfortunately lost some momentum at times, although when in focus had some very positive outcomes. Embedding the outcomes is the next challenge. The Passions and Pathways program for Grade 6 students focuses on developing strong links with local industries with the aim being to prepare and to inspire students to aspire to future educational and employment pathways. The program was highly regarded and will be continued annually but the time commitment and organization require further refinement.

Achievement

In the 2016 Annual Implementation Plan (AIP) key improvement strategies included improving the levels of Oral Language across the school but specifically in the Prep area through the Oral Language intervention program. The School's Speech Pathologist also worked with staff in providing targeted PD on Tier 2 vocabulary aimed at deepening the understanding and impact of targeted teaching of vocab to improve student outcomes across the areas of Literacy and Numeracy. In the 2016 Performance Summary Appendix 1 Data tables in the area of Teacher Judgements, student achievement in English is indicated at 91.1 % of students achieving at or above expected level compared to 91.5 % for the state median. In the comparison to similar schools Specimen Hill is rated higher than similar schools which is a positive achievement. In the area of Mathematics, the result for the Teacher Judgements for Specimen Hill is 92.9% of students at above expected level compared to 93.1 for the state median. Once again in the school comparison, Specimen Hill is operating higher than similar schools.

In the Year 3 NAPLAN data in the Performance summary, the Specimen Hill Year 3 Reading results of students operating in the top three NAPLAN bands is at 72.1% compared to 71.4 as the state median which is a very positive result for Specimen Hill. In the Year 3 Numeracy results the school achieved 65.1% compared to 63.3% state median which is another pleasing result. In the Grade 5 Reading data 68.6% of students were in the top 3 bands of NAPLAN at Specimen Hill compared to 62.2% for the state median. This is a fabulous result although in the school comparison Specimen Hill was similar to like schools. In the Year 5 Numeracy top three NAPLAN bands, 57.6 % of students at Specimen Hill were in the top 3 bands compared to 55.6 for the state median. This was another positive result and it indicates that the school is achieving higher than similar schools. **In the data indicating the Learning Gain levels for each NAPLAN domain, the students at Specimen Hill are achieving high growth beyond 30% in Reading, Numeracy, Spelling and Grammar and Punctuation. In writing 23.1 % of students are indicated as having high growth but unfortunately 38.5% are indicated in the low growth bracket for Writing. Results in Numeracy are 32.1% of students at Specimen Hill achieving low growth in Numeracy but in Reading (10.0), Spelling (23.1) and Grammar and Punctuation (23.1) the percentages in the low growth gain is well or just below 25% which is a positive result.**

There are many positives and encouragement indicated in the data results which demonstrates that teacher practice and student outcomes are effective. There remains some areas of concern such as in Writing which will require a high priority focus in the future for further improvement to occur. Strategies that have been implemented to improve all areas include: improving teacher capacity through regular and targeted coaching by the School Improvement Officer, targeted PD in the area of Writing by a consultant, specific and measureable student outcome goals in staff PDPs and the AIP, personalized learning to engage and extend students and to cater for all learning needs, and improved teacher understanding and practice in integrating Critical and Creative thinking strategies.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework AusVELS Victorian Curriculum A Combination of these

Engagement

In the 2016 Annual Report data, Specimen Hill student attendance is similar to the school comparison at 15.3 days per student but higher than the state median. For the 4 year average Specimen Hill is lower at 13.8 than the state median of 14.6 days per student. Unfortunately a number of students regularly arrive at school after 9.45 which is recorded as an absence for the morning and some families are in the habit of frequent absences. The reasons for absences are varied such as transport issues, car break-downs, illness which was quite prevalent in the school in 2016 and a creeping perception that students celebrate their birthdays with a day at home. Unfortunately levels of poverty impact attendance as some students don't come to school because there is no food in the house and parents are either embarrassed or defensive of the family situation. The school has been in transition in regards to an updated Student Management Tool (Sentral) which will readily indicate student attendance/absences in the future and a 'red flag' will alert more than 2 days absence for any student. This will alert the Assistant Principal to make a phone call to the family to discuss the absence issues. Some plans have been implemented for the parents and children to address lateness or poor attendance as it is usually a whole family issue. The school's Koorie Education Support Officer (KESO) has been working with some indigenous families and the Karen community support worker has been assisting with members of the Karen community on encouraging more consistent attendance and some of the issues around absenteeism. Initiatives to encourage attendance include some specific programs such as: 97% and 100% attendance awards each term, rewards for the class with the lowest absence rates per week, inclusion in sports/or special events requiring regular attendance and indirect strategies such as: improving student engagement through modified and personalized programs, improving teacher capacity, Fun Friday hour, articles in the Newsletters indicating the future effects of poor attendance, improved and more integrated ICT across the school, the Circus program, morning breakfast program, regular before school fitness and exercise programs for the whole family, family hampers delivered to homes in need and extended numbers in the Before School Care program. Although all of these initiatives have been having a positive impact the focus needs to be of higher priority for the desired improvement to occur in this area.

Wellbeing

In the 2016 Performance Summary data of the school's average from 1 to 5 in the school comparison from the Attitudes to Schools Survey, Specimen Hill achieved similar to like schools in the area of **Connectedness to Peers** at 4.44 compared to 4.39 for the state median. This was a positive result and an improvement from 2015. In the 4 year average for **Connectedness to Peers**, Specimen Hill achieved 4.33 compared to 4.38 for the state median and was at a similar rate for the school comparison. In the area of **Perceptions of Safety** for 2016, Specimen Hill averaged 4.51 compared to 4.39 for the state median. The school comparison was similar to like schools. In the mean score for the 4 year average of data for student Perceptions of Safety, Specimen Hill scored 4.50 compared to 4.39 for the state median and rated similar to like schools. Although these results are quite positive there is certainly room for further improvement and an opportunity to deepen the understanding for students around the questions and more reflective or informed responses. The school intends to work with the students in further 'unpacking' the data and questions in a more explicit manner and for students to own the data as a true indication of their thoughts and perceptions.

In the Parent Satisfaction Summary results from the Parent opinion Survey for 2016 in the area of **Parent Satisfaction** on a scale from 1 to 7, Specimen Hill scored 5.70 compared to 5.75 for the state median. When given school based surveys parents generally respond in a more positive manner than the random selection, perhaps due to the confidential nature of the Parent Opinion Survey. Looking at improving the number of families returning their survey and improving communication in the regards to survey questions and results may be trialed in the future.

In the 2016 School Staff survey performance summary results in the area of **School Climate**, Specimen Hill scored 79.0% in the proportion of positive responses compared to 78.4% for the state median. Specimen Hill was slightly above the state result but it is an area to probe further at a staff forum.




For more detailed information regarding our school please visit our website at
www.shps1316.vic.edu.au




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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 




School Profile	
<p>Enrolment Profile</p> <p>A total of 296 students were enrolled at this school in 2016, 156 female and 140 male. There were 4% of EAL (English as an Additional Language) students and 4% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	






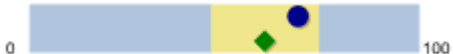






Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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> Similar</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" 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>10%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>36%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>38%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>42%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	60%	30%	Numeracy	32%	36%	32%	Writing	38%	38%	23%	Spelling	23%	42%	35%	Grammar and Punctuation	23%	46%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p style="text-align: center;">0 50</p> <p style="text-align: center;">Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p style="text-align: center;">0 50</p> <p style="text-align: center;">Low absences <-----> high absences</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	93 %	93 %	92 %	93 %	Similar Higher
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	93 %	93 %	92 %	93 %										

Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Financial Position as at 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,266,935

Total Operating Revenue	\$2,937,725
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Expenditure	
Student Resource Package	\$2,220,409

Total Operating Expenditure	\$2,850,747
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Net Operating Surplus/-Deficit	\$86,977
	\$43,036

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial Performance and Position Commentary

The school council Management sub committee set the budget for the year 2016 taking into consideration requests from each curriculum and learning areas, operating expenditure requests and priorities in the AIP. A key level of expenditure this year was to further develop the ICT equipment across the school with the focus on integrating technology across all learning areas and the availability of equipment for every student. Further funds were allocated to fund two Reading Recovery teachers (one in her training

year), an EXPLORE teacher (Literacy support for years 2-6), a Speech Pathologist who visits the school once a fortnight, 2 extra Education Support Officers employed for program support, a circus teacher for one day per week and funding to assist teacher requests for leave for both Long Service Leave and sick leave. The School canteen profits generated a small amount of money towards the budget and the Out of Hours School Care operated at a profit of about \$8,000. The school budget at the end of 2016 was in surplus with money carried over into 2017.