

2018 Annual Report to The School Community



School Name: Simpson Primary School (4895)



- 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 Regulation 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 2018 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 07 March 2019 at 07:35 AM by Andrea Taylor
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 19 March 2019 at 03:45 PM by Willem Van Eck
(School Council President)

Simpson Primary School (4895)

About Our School

School context

The core purpose of this school, as defined in the Strategic Plan is: At Simpson Primary School all students are provided the opportunity and encouragement to achieve full potential academically, socially and emotionally. Our teaching staff of 5.7 FTE & 2.14 ES staff strive towards engaging our students in an education that is relevant to the 21st century. Staff are committed to provide high quality education in a positive, supportive environment, enabling all students to achieve their potential. Our school is striving to develop a culture that provides quality learning opportunities with a focus on ensuring that all members of the school community develop as the best version of themselves possible. Simpson's school vision is to have: Effective communication, Ongoing learning, Self-motivated learners, Continual improvement, Teamwork and a Safe welcoming environment. The school values are: At Simpson we C.A.R.E, where consideration, acceptance, respect and engagement are the values within the C.A.R.E. acronym. Our motto of "Enriching learning through opportunity" guides our daily core business. The school provides a comprehensive curriculum with a strong focus on daily instruction for literacy and numeracy which is further supported by Inquiry learning units. Daily instruction is based around Learning Intentions, Success Criteria, Quality of Task and Feedback. Our program, based on the Victorian Curriculum, includes specialist teaching for Science, Physical education and Library. Curriculum initiatives include the Café Reading Menu, VCOP writing process, daily P-6 Numeracy program, Buddies Program and our new STEM studio 4895 makerspace. A comprehensive transition program runs from Kinder through the school and beyond into year 7 with staff liaising with key providers to ensure best opportunities for information exchange are established and maintained. The student wellbeing program is based on school wide positive behaviours program and the explicit teaching of C.A.R.E. A 'Restorative Practice' approach is taken when dealing with disruptions throughout the school. School connectedness is central to the development of cultural conditions that value all and ensures a sense of 'village' here at the school. We are an 'Asthma Friendly,' 'Sun Smart' and 'e-Smart' accredited school. Community partnerships are highly valued by the school. There is a strong sense of community ownership of the school with parents taking great pride in the school's facilities, supporting fundraising, helping in classrooms and with camps and excursions. Partnerships with The Simpson Community Centre, Men's Shed, Local Playgroup and Timboon and District Healthcare services provide a wide variety of health and welfare programs. A joint venture between Simpson Primary School and the Corangamite Shire has resulted in a School/Community kindergarten and early childhood hub sharing the site. In addition to the comprehensive classroom programs offered in literacy and numeracy, an inquiry based curriculum program is used to address all other key learning areas. General capabilities and Interdisciplinary learning are further supported by a range of Urban and Outdoor Education camps and excursions. The school is an active participant in district sport competitions as well as providing opportunities for students to participate in instrumental music via our 'Glee club', concerts and school productions. A private music tuition 'instrumental and vocal music program' is facilitated by the school. Leadership roles exist throughout the school ranging from House Captains, School Captains and Junior School Council members.

In 2018 our initial enrolment of 84.4 students was impacted by families leaving the school due to family structure changes and to attend larger neighbouring schools. We finished the year with 81.4 enrolments. We are renewal phase school where there is a strong focus on improving teaching and learning opportunities across all grade settings. Our aim to create consistency of practice with a strong instructional model underpinning the improvement focus we are on. Changes in staffing profile due to retirement, long term leave and exiting staff have been a challenge to manage with high quality replacements being difficult to attract to our rural remote area. Our decisions are made with students at the centre of our processes to ensure that this rural remote community creates positive, engaged, active future citizens.

Framework for Improving Student Outcomes (FISO)

Our focus on the development and use of the 'Professional Learning Community' framework is a major driving force for staff as they strive for AIP targets. This framework is used by all levels of our school to ensure high quality learning is our focus. Teaching and learning teams across year levels ensure scope and sequence and curriculum coverage is monitored and documented across the school. Our teaching and learning cycle uses pre unit

Simpson Primary School (4895)

assessment data to identify learning need, goal setting, explicit teaching and post assessment for future learning interventions. Focus goals are established and followed into the next learning cycle. Teaching and learning teams are currently responsible for core curriculum development, and documentation which is monitored to ensure full coverage of DET requirements. Instructional coaching is provided in Reading and High Impact Teaching Strategies. Supportive curriculum initiatives and programs include Big write VCOP and Science both of which have recently been strengthened with professional development around high impact strategies. Professional Learning teams with a curriculum leader exist in lower and upper sections of the school. These teams focus on improving student learning outcomes in all learning areas and general capabilities.

Achievement

Our data for 2018 suggests that our efforts in the reading area are making headway with this years' results closer to median for Victorian schools at year 3 than any time in the previous four year average. Our numeracy results at year 3 again are stronger than our four year average would suggest showing our turning of this trend. Our year five data particularly in numeracy is outstanding showing 100% of our students having medium or high growth over the two years. Our attention to detail in the area of systematic phonics and spelling too has shown strong growth for the year five co-hort. Intervention support was possible during 2018 with the use of equity funds to continue to support both oral language and reading development in the early years. Professional development around synthetic phonics and the use of HITS has been factored into our 2019 achievement focus.

Engagement

Our 2018 focus on student engagement saw gains in communication between home and school around attendance. We used the 'It's not OK to be Away' campaign to support our families understanding that every day counts. An awards system has seen the students actively try for high attendance results. Our communications with families was at the early level of absence and where necessary we worked with DET Region to support families re-engage with the school. We have not made inroads into traditional family holidays based on the seasonal needs of farming however, we recognize these experiences can provide rich learning opportunities when student absence learning plans are made prior to the event. The graphic would tend to suggest we are sitting fairly stable in the area but actual data saw our average absentee rate go from 15.76 days down to 13.88 days.

Wellbeing

Our attitudes to school survey data has held strong as the student population engaged with each other and the staff to foster an inclusive, supportive learning environment. The use of guest speakers focusing on resilience, student leadership opportunities and whole school activities enabled the students to identify the unique opportunities of a small school community and gave rise to the phrases: 'Simpson Primary School- the small school with a big heart.' And 'At Simpson Primary School we C.A.R.E.' Continuing this focus in 2019 we will undertake training for new staff in School Wide Positive Behaviour Program and Understanding Poverty training.

Financial performance and position

2018 was a fairly stable financial year with spending in allocated budgets being lower than budgeted. This is reflective of a well resourced school due to the careful purchasing by staff across a number of years. We made use of Bushfire zone funding and also inclusion money as these once off grants were made available to us. However, had we known these funds were to be available to us ahead of the pre-election, our decisions to make best use of the money could have been better planned (both these processes were rushed by DET.) Our use of equity funding has ensured that we have been able to up skill several staff members to help cover the gap in student support services we are experiencing across the region, in areas such as speech and well being. Our Parents Club were extremely active during 2018 with new fundraisers trailed and enjoyed by our school community. We have some major maintenance works around windows and potential air-conditioning planned and have been making headway around securing enough funds for these project to commence in the near future. Our reliance on replacement staff to cover absences had required rethinking as getting CRT's to our remote area has become more and more challenging.

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 84 students were enrolled at this school in 2018, 45 female and 39 male.</p> <p>ND were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

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

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> Similar</p> <p> Similar</p>

Performance Summary

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

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Higher</p>

Performance Summary

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

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 border="1"> <caption>NAPLAN Learning Gain Data</caption> <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>53%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>15%</td> <td>69%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>46%</td> <td>46%</td> <td>8%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	53%	27%	Numeracy	-	60%	40%	Writing	15%	46%	38%	Spelling	15%	15%	69%	Grammar and Punctuation	46%	46%	8%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 1003"> <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>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>97 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	92 %	97 %	93 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	92 %	92 %	97 %	93 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$781,119	High Yield Investment Account	\$133,909
Government Provided DET Grants	\$186,295	Official Account	\$8,601
Government Grants Commonwealth	\$2,794	Total Funds Available	\$142,510
Revenue Other	\$6,332		
Locally Raised Funds	\$51,027		
Total Operating Revenue	\$1,027,566		
Equity¹			
Equity (Social Disadvantage)	\$28,214		
Equity Total	\$28,214		
Expenditure		Financial Commitments	
Student Resource Package ²	\$782,491	Operating Reserve	\$26,853
Books & Publications	\$1,369	School Based Programs	\$25,395
Communication Costs	\$3,419	Repayable to the Department	\$10,000
Consumables	\$21,380	Maintenance - Buildings/Grounds < 12 months	\$16,700
Miscellaneous Expense ³	\$28,620	Maintenance - Buildings/Grounds > 12 months	\$63,562
Professional Development	\$7,889	Total Financial Commitments	\$142,510
Property and Equipment Services	\$76,196		
Salaries & Allowances ⁴	\$25,344		
Trading & Fundraising	\$6,713		
Utilities	\$16,115		
Total Operating Expenditure	\$969,536		
Net Operating Surplus/-Deficit	\$58,029		
Asset Acquisitions	\$0		

(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 04 March 2019 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

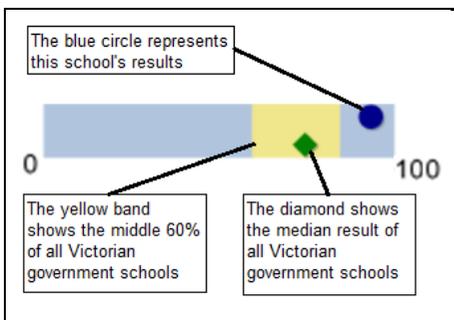
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

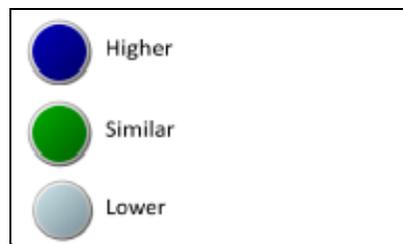


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').