

# 2019 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](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 2019 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 19 March 2020 at 08:29 AM by Andrea Taylor (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 17 April 2020 at 11:50 AM by Colin Costin (School Council President)

## 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 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 2019 our enrolment was 74.4 with four classrooms operating as infant and senior areas for the year. Our schools SFOE was 0.428 with 19 students accessing equity funding. A full school review was undertaken during term 2 with the development of a new School Strategic Plan for 2020-2023 under the guidance of our reviewer Graham Broadbent. The school moved to influence in 5 out of the 6 measures of the School Performance Report with our strong focus on improving teaching and learning opportunities across all grade settings. High expectations are starting to see real growth for all members of our learning community here at Simpson Primary School. Being a remote rural location our population has become more transient as families move to larger regional towns seeking employment and housing opportunities. Our staffing profile was of 5.4 FTE teaching staff and 1.7 FTE ES support team worked across multiple areas to support student learning needs.

### Framework for Improving Student Outcomes (FISO)

Highlights of note include:

- \* The use and development of professional learning community structures
- \* Teachers applying professional learning to support student outcomes
- \* Significant improvement in moderation of standards
- \* Far greater use by teachers of individual student data to support point of need learning

Our whole school focus on excellence in teaching and learning has seen a relentless commitment to the use of HITS and all teams across the school focus on student learning and growth. The development and implementation of our instructional model has ensured consistency across all grades and a strong focus on the use of the Professional Learning Community framework to support achievement of our AIP targets. The development of consistent approaches to the use of data to inform point of need teaching has seen significant improvement following our attendance at the Corwin "Evidence to Implementation" conference during 2019.

All staff participate in PLC's where evaluating student learning data focuses on developing an understanding of teacher impact and actively pursue opportunities to improve. Staff undertook self assessment against the HITS strategies regularly looking for growth in understanding and application of these key strategies. Whole school curriculum development and documentation occurs across the PLC teams ensure the full scope and sequence is known by all staff. New staff to the school are mentored along with an induction process to help support consistency across the school.

### **Achievement**

Highlights of note include:

- \* School being an influence school for reading achievement
- \* School being an influence school for numeracy achievement
- \* Significant focus on early years teaching and learning to build capacity

Our whole school commitment to the use of data to inform point of need teaching has begun to show strong progress. Our students achieve high growth between years 3 and 5 in NAPLAN. Once again our numeracy data is consistently above State median. As part of our review we unpacked the reason for this achievement as being firmly linked to strong teacher knowledge, the use of pre and post assessments and the sharing of results directly with students who know where they are currently and understand what is next for their learning through the use of their individual data.

2020 will see us transferring this learning into our teaching of reading. Our focus on developing student achievement in the early years has seen the implementation of Sounds Write, with all but one member of the team being trained to support student learning in this area. Teacher knowledge has improved with the use of rubrics and proficiency scales, whereby staff use the Victorian Curriculum to see both at, as well as either side of expected level skills and progress. The use of mentoring, peer observation, feedback and practice analysis to build teacher capacity has seen all staff participate, and use their learning as part of their performance and development work in 2019. Our school review highlighted the work of staff as learners together showing significant impact across the school.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified on their ILP's. Our 6-7 review student was deemed to be too high for funding into secondary school.

### **Engagement**

Highlights include:

- \* School being an influence school for school climate
- \* School being an influence school for participation
- \* Students willingness to engage in our STEM work
- \* Student leadership opportunities being valued by the students
- \* Noticeable increase in students wanting to attend regularly particularly second half of year
- \* Staff applying ideas straight from review recommendations for communicating with families

Our focus on empowering students and building school pride saw us participate in our first Student Leaders Congress with senior students undertaking a community based project aimed at improving community well-being both within and beyond our school. This helped support student voice and developed a strong culture of contribution to our school community through service to others.

The school continued to work with families to ensure students were at school and learning during 2019 with a particular focus on attendance with the use of 'It's not OK to be away' strategies. Two staff attended attendance forums with the DET engagement coach to gain further insights on how to support families where school participation is not a high priority. Regular communication around parent responsibility to communicate reason for non attendance and our follow-up processes have seen unexplained absence reduce over this year. While there have been improvements with reporting absence reasons, we are yet to have any great gains in the area of family holidays and families where low

attendance is a pattern. We do of course, recognise that family holidays are often wonderful opportunities for learning beyond the walls of a school. Families are asked to notify the school early so that extra school work can be provided prior to departure. Our student attitude to school data indicates a strong sense of connectedness well above state median scores. Staff undertaking training for understanding poverty was most helpful in developing communication strategies for many of our hard to engage parents. 2020 will see CUST training undertaken to support cultural understanding around absenteeism.

Connections with families including parent participation at school based open days and events was again a highlight for the school with theme days around writing, numeracy, speaking & listening and grandparent days all having fantastic participation rates.

## Wellbeing

Highlights include:

- \* School being an influence school for student attitude
- \* Significant use and support of school wide positive behaviour program
- \* The noticeable sense of calm across the school
- \* The increased level of student to student support seen right across the school

The development of an inclusive school environment has seen us focus on building a positive climate for learning. Our significant resourcing and commitment to School Wide Positive Behaviours has seen the redevelopment of our Student Engagement policy in line with our C.A.R.E school values. High expectations of behaviour are now explicitly held with teaching of expected behaviours forming a weekly part of the program. Both parent and student surveys strongly endorse the positive climate for learning. Our review made comment on the positive relationships that exist between staff, students and parents throughout the review period. Our work with the SWPB coach around behaviour processes has seen the development of student friendly consequences across the whole school. The use of these with our students saw significant improvement in their understanding of fairness and consistency between all staff. We trialled the use of behaviour tracking systems across the school and have found this data to be very worthwhile building patterns and showing areas of need.

## Financial performance and position

Highlights include:

- \* Having a small surplus even with significant staff changes over the year
- \* Parent's Club fundraising added both financial and social opportunities for the wider community

2019 was a stable financial year with spending allocated to budgets being again lower than allocated in most areas. This is partly due to already being a well resourced school and also due to staff changes over the year. 2019 saw a small surplus of \$3332 across both cash and credit budget elements. Once again the school received extra last minute funding for grounds, bushfire preparedness and maintenance that were not factored into the spending of the year and caused quick decisions on how best to spend the funds in the school year. This situation is not ideal with some projects needing time to implement properly. Our use of equity money to gain expertise to support student learning in areas such as speech and phonics has been a priority. Once again our Parent's Club actively fund raised and supported the school with new resources in literacy, numeracy and ICT areas. Grants were sort to support sport participation with our swimming program requiring substantial subsidising due to our isolation.

**For more detailed information regarding our school please visit our website at**  
<https://www.simpsonps.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 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.

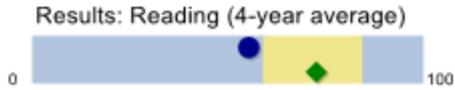
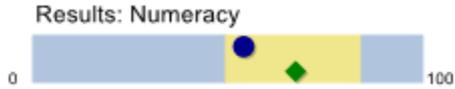
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 74 students were enrolled at this school in 2019, 38 female and 36 male.</p> <p>ND were EAL (English as an Additional Language) students and 7 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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>	

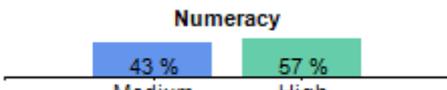
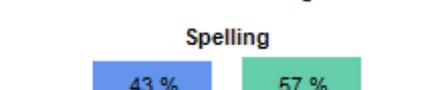
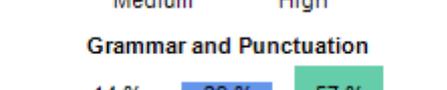
## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></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>Below </p> <p>Below </p>		
<p><b>NAPLAN Year 5</b></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>Above </p>		

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>

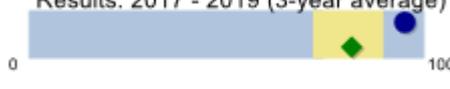
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>96 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	93 %	93 %	91 %	91 %	96 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	93 %	93 %	91 %	91 %	96 %	92 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></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, 2019

### Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$716,007
Government Provided DET Grants	\$176,067
Government Grants Commonwealth	\$1,700
Revenue Other	\$9,482
Locally Raised Funds	\$52,644
<b>Total Operating Revenue</b>	<b>\$955,900</b>

Funds Available	Actual
High Yield Investment Account	\$184,547
Official Account	\$4,286
<b>Total Funds Available</b>	<b>\$188,833</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$23,270
<b>Equity Total</b>	<b>\$23,270</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$712,714
Books & Publications	\$807
Communication Costs	\$3,337
Consumables	\$21,912
Miscellaneous Expense <sup>3</sup>	\$27,957
Professional Development	\$8,210
Property and Equipment Services	\$82,381
Salaries & Allowances <sup>4</sup>	\$24,876
Trading & Fundraising	\$9,141
Utilities	\$18,032

Financial Commitments	
Operating Reserve	\$30,741
Other Recurrent Expenditure	\$994
School Based Programs	\$30,250
Repayable to the Department	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$34,080
Maintenance - Buildings/Grounds > 12 months	\$83,762
<b>Total Financial Commitments</b>	<b>\$189,827</b>

<b>Total Operating Expenditure</b>	<b>\$909,366</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$46,534</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').