

2020 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 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 2020 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 11 March 2021 at 01:11 PM by Andrea Taylor (Principal)

The 2020 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 24 March 2021 at 10:16 AM by Amanda Neave (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Simpson Primary School is set on 17 hectares of bushland and open grounds in rural South West Victoria. Our 55 students are largely bussed into the school from surrounding dairy farms with approximately 20% residing in the Simpson township.

Simpson Primary School's vision is to provide the opportunity and encouragement for all students to achieve full potential academically, socially and emotionally. We hold high expectations for all members of our learning community and value learning together. The majority of our 6.33 FTE staff travel into the school on a daily basis from larger regional centres.

Our motto of "Enriching learning through opportunity" guides our daily core business as we strive to provide high quality education in a positive, supportive environment enabling all students to achieve their potential.

Our staff strive towards engaging our students in an education that is relevant to the 21st century. 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. The school values are: At Simpson we C.A.R.E, where consideration, aspiration, respect and engagement are the values within the C.A.R.E. acronym.

We are the little school with a big heart, supporting our students to become active participants in their learning. Every student is valued and nurtured with a focus on growth of the whole child in all aspects of their learning journey. Our students are happy and connected to our school. As they move on to secondary schooling they go with passion, skills and strategies to thrive as lifelong learners and contributors to society.

Our focus is very much on:

- Consistent and accountable approaches to assessment processes and instructional practices across the school to ensure learning is maximised for every student
- Enabling our students to become active participants in their learning where they co-create and monitor their learning goals for future success
- Foster school and community partnerships that promote high expectations for student achievement and behaviour

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 High Impact Teaching Strategies including Learning Intentions, Success Criteria, Quality of Task and Feedback. Our program, follows the Victorian Curriculum and includes specialist teaching for Science, Physical education, LOTE Chinese and Library. Curriculum initiatives through 2020 included our inclusion in Creative Arts Victoria project. This involved us working with an artist in residence on a local community history animation: Simpson - From Gums to Grass.

The impact of the COVID-19 pandemic on our rural school was significant with lack of reliable internet provision throughout the area and at many family homes, meaning that we needed to think beyond just on-line delivery to support all our families. A blended delivery system, with the use of our school bus network to deliver and collect physical resources was our eventual model. The sense of isolation was overcome through several well-being programs such as 'Feel-good Fun Friday' and whole school assembly celebrations and events. Throughout 2020 we were asked to step outside our comfort zone to deliver education provision in new and varied ways. Our ability to show flexibility and gain new skills was an essential element in any achievements we managed, and is due to our whole community coming together staff, students, parents, all working tirelessly to make the best of what was 2020.

Framework for Improving Student Outcomes (FISO)

Highlights include:

- * Greater access to professional learning due to on-line delivery
- * Teacher use of individual student data
- * Teachers communicated with parents more frequently about their child
- * Documentation and reflection on curriculum delivery

Simpson Primary School was able to hold a strong focus on our key improvement strategies during 2020 around excellence in teaching and learning. In particular on evaluating our impact on learning. Build consistency and rigor in

assessment practices and data literacy. The building of professional learning teams across the year saw greater sharing of data and discussion around where to next for our students. Communication with parents became more frequent. However, there were many times when we had to stop, take a breath and just focus on well-being rather than press on to the extent we had initially planned for 2020.

Our annual implementation plan focus on a positive climate for learning soon shifted to a positive climate for "families to thrive" as we took on a far greater role in supporting parents, while their children were undertaking remote learning. The impact of this loss of academic emphasis will only be known as we move forward in 2021.

Improving student resilience and wellbeing targets are reflected in the gains to our sense of connectedness data shown in our Student attitude to school survey. This is the direct result of the efforts and energy that was given to ensuring no student or family was disadvantaged as our year continued to challenge our way of being educators.

Achievement

Highlights include:

- * Significant focus on high impact teaching strategies that meet student needs both face to face and on-line
- * Teacher judgements show growth over a significantly disrupted year
- * Greater consistency and moderation of achievement across the school
- * Greater use of on-line resources that we had underutilized for many years

Our AIP focus on high impact teaching strategies ensured that we were reflecting on the impact of our actions and making changes to create opportunities for student achievement to be our focus. Improved teacher curriculum planning and a tighter focus on key curriculum areas literacy and numeracy both during and after remote learning ensured that teacher knowledge and flexible delivery significantly improved across the year. Staff made good use of DET delivery of professional learning on-line which was significant given distance can often prohibit rural staff accessing high quality professional learning opportunities. Teachers took time to explore and gain an understanding of many of our on-line platforms to help deliver curriculum content digitally over the year meaning we were really making the most of resources that had largely been under utilized such as mathletics, reading eggs and epic. Carrying this forward into 2021 will ensure students gain valuable practice opportunities.

Engagement

Highlights include:

- * Above State average endorsement for school climate
- * Reduction in average days absence across the 4 year trend
- * Delivery of Seesaw across the whole school
- * Parents developed a greater understanding of what their child needed to support their engagement in learning

Our strong commitment to making sure families remained connected and engaged with the school before, during and after remote learning experiences saw significant revisiting of our communication and information collection processes. We set targets around individual contact and communication with families that saw every family receive regular personal check in phone calls alongside the electronic communication methods. Our greatest impact over the year was our adoption of the Seesaw app to encourage three way communication between teacher, student and parents. Student attendance focus from our AIP was on track and saw a 1 day drop in the average number of days absent, even with the change to messaging around the need to stay safe at home. Many of our parents showed gratitude to our staff for the continued efforts to support student engagement through such a challenging year.

Wellbeing

Highlights include:

- * Student attitude to school survey extremely positive
- * Strong commitment to, and use of, SWPB structures across the school
- * The value add of our school counselor for her time with us
- * Coming out the other side!

Our 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 a 'village' here

at the school. The COVID-19 pandemic saw a significant rise in student wellbeing support requirements which was met through the employment of a private counselor who attended one day per week once students returned to site focussing on gratitude, resilience and co-operative learning needs that were significantly impacted during remote learning.

We are an 'Asthma Friendly,' 'Sun Smart' and 'e-Smart' accredited school. We found our e-smart element was particularly important over the year with many needing reminders about on-line safe choices. Community partnerships are highly valued by the school. 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. Leadership roles exist throughout the school ranging from Senior leaders and Junior School Council members.

Financial performance and position

Highlights include:

- * Our Creative Arts Victoria Grant
- * CUST initiative and training

Our overall staffing surplus of \$7700 was largely driven by the need to recuperate a small deficit from 2018-19. Budgeting was again under estimated due to the school receiving 115% of our expected revenue mostly due to targeted initiatives such as bushfire preparations etc. coming in during the year. Our expenditure sat lower with overall 65% of set budgets being fully spent over the course of the year. We experienced difficulties in service provision for grounds works and maintenance needs due to the pandemic. We continue to need to factor in large scale maintenance work on our windows in the near future.

Our Creative Arts Victoria grant and CUST funding saw us develop significant resources and skills in the area of koorie education and the creative arts.

Use of equity funding to support differentiated learning and materials for 'at risk students' was particularly important during this very interrupted year.

For more detailed information regarding our school please visit our website at
<https://www.simpsonps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 55 students were enrolled at this school in 2020, 30 female and 25 male.

NDP percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

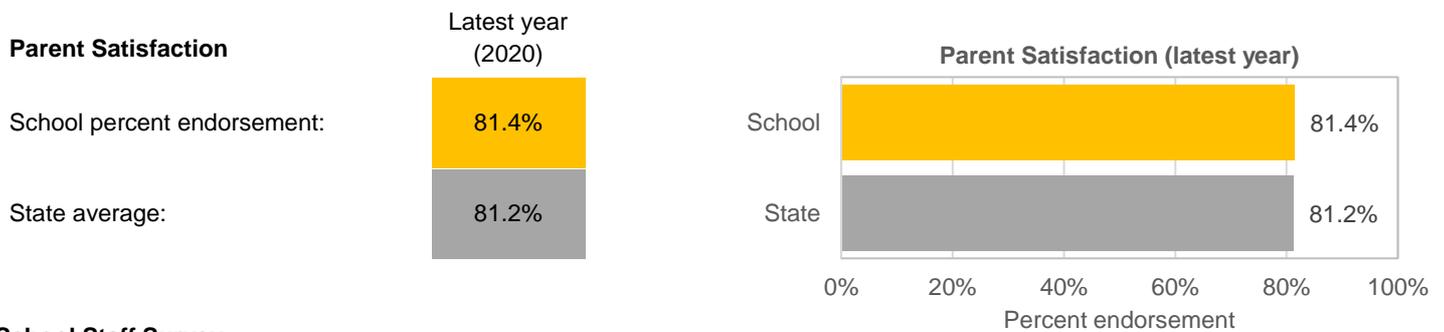
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

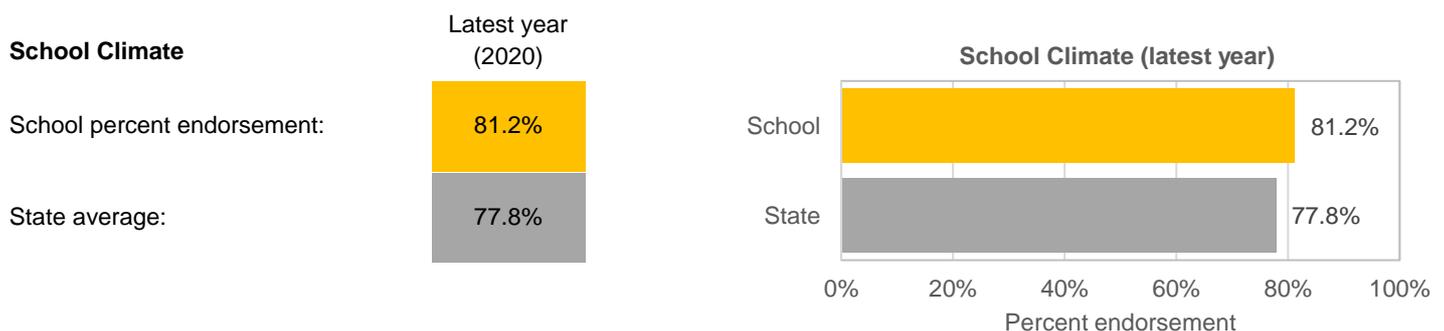


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

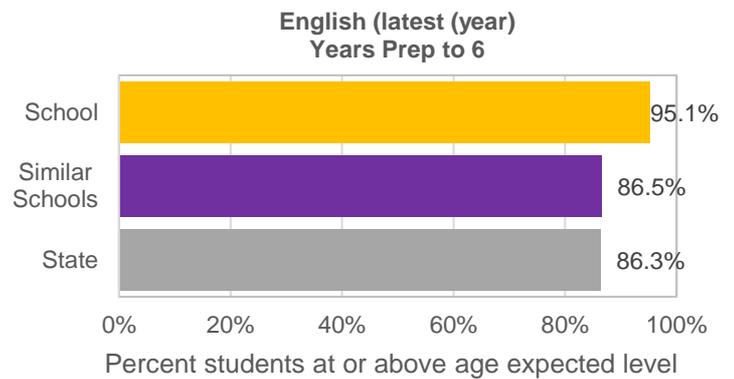
95.1%

Similar Schools average:

86.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

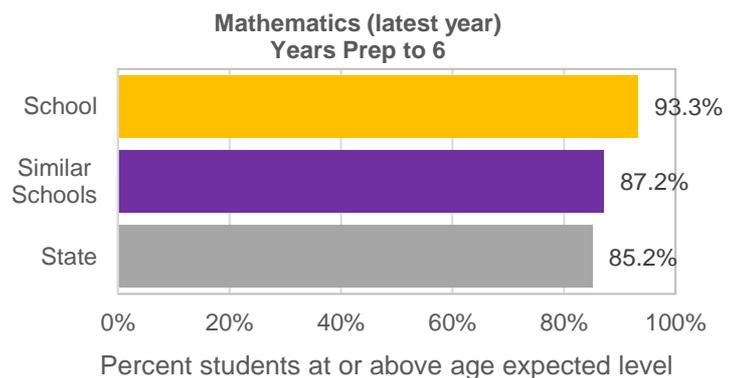
93.3%

Similar Schools average:

87.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

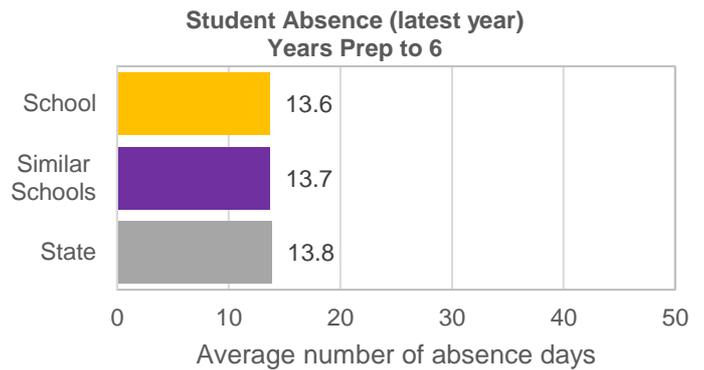
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.6	14.9
Similar Schools average:	13.7	15.8
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	92%	93%	93%	94%	92%	95%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

98.9% 96.2%

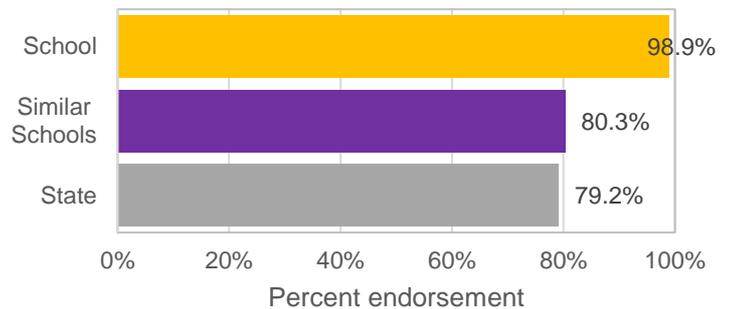
Similar Schools average:

80.3% 83.4%

State average:

79.2% 81.0%

Sense of Connectedness (latest year) Years 4 to 6



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

98.1% 95.6%

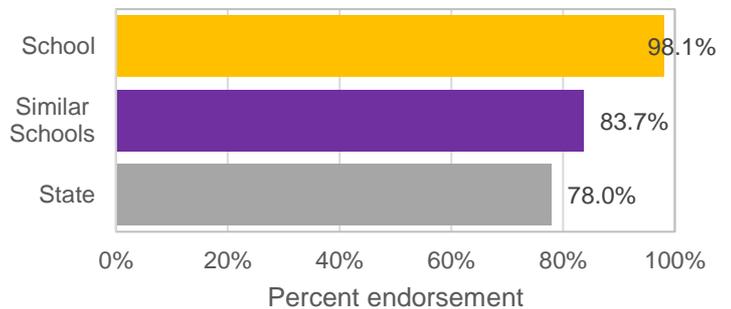
Similar Schools average:

83.7% 85.1%

State average:

78.0% 80.4%

Management of Bullying (latest year) Years 4 to 6



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$592,251
Government Provided DET Grants	\$241,041
Government Grants Commonwealth	\$1,800
Government Grants State	\$10,000
Revenue Other	\$7,892
Locally Raised Funds	\$22,116
Capital Grants	NDA
Total Operating Revenue	\$875,100

Equity ¹	Actual
Equity (Social Disadvantage)	\$30,824
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$30,824

Expenditure	Actual
Student Resource Package ²	\$584,488
Adjustments	NDA
Books & Publications	\$666
Camps/Excursions/Activities	\$1,625
Communication Costs	\$3,477
Consumables	\$20,073
Miscellaneous Expense ³	\$2,940
Professional Development	\$5,058
Equipment/Maintenance/Hire	\$32,621
Property Services	\$76,725
Salaries & Allowances ⁴	\$17,238
Support Services	\$11,736
Trading & Fundraising	\$4,121
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,042
Total Operating Expenditure	\$775,809
Net Operating Surplus/-Deficit	\$99,291
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$277,619
Official Account	\$18,262
Other Accounts	NDA
Total Funds Available	\$295,881

Financial Commitments	Actual
Operating Reserve	\$29,002
Other Recurrent Expenditure	\$14,690
Provision Accounts	NDA
Funds Received in Advance	\$110,607
School Based Programs	\$4,090
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$19,000
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$137,494
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$324,883

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.