**2020 Annual Report to**

**The School Community

School Name: Swan Hill Primary School (1142)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 21 April 2021 at 04:30 PM by Hayley Doyle (Principal) |

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| 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.
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| Attested on 27 April 2021 at 11:19 AM by Melanie Bennett (School Council President) |

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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**

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| School context |
| Swan Hill Primary School’s vision is to ‘Achieving Success Together’ acknowledging the following:Every child is importantEvery staff member an assetEvery parent a partner in educationSwan Hill Primary School’s mission is to provide a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential when they are happy, healthy and safe, and that a positive school culture helps to engage and support students in their learning. Our school recognises the importance of the partnership between our school, parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Swan Hill Primary School is located in the rural city of Swan Hill, approximately 300 kilometres north of Melbourne. The school is located on the traditional land of the Wamba Wamba people. In 2020, 500 students were enrolled at Swan Hill Primary School, of which 14% were from Aboriginal or Torres Strait Islander backgrounds and 8% of students from an English as an Additional Language (EAL) background, 2 International Students and 8 students who were part of the Program for Students with Disability program. In 2020, the school employed a Mandarin speaking Multicultural Aide to support the increasing number of students from a Chinese background. The school also employed an EAL Coordinator to further support transition processes and educational programs for students from EAL backgrounds. In 2020, the school's overall socio-economic profile, based on the Student Family Occupation and Education index (SFOE), was high, with an index rating of 0.54.Swan Hill Primary School staffing profile includes 60 staff. Two Principal Class staff, three Leading Teachers, 30 Teachers, including two Learning Specialists and 25 Educational Support staff make up the workforce composition. In 2020, the school had 23 classes and offered four specialist subjects - Music, Physical Education, Science and Indonesian/Digital Learning. Students continue to be provided with the opportunity to broaden their experience and be challenged by extra-curricula activities.  |
| Framework for Improving Student Outcomes (FISO) |
| In 2020, Swan Hill Primary School focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Evidence-based High-Impact Teaching Strategies, Curriculum Planning and Assessment, Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion. This included: \* Embedding a whole school instructional model\* Utilisation of a data wall for planning\* Enhancing student voice and agency in learning\* Developing staff capacity to co-develop learning goals with students Some of the school's actions and professional learning associated with the AIP were modified or put on hold as a result of the COVID remote learning period. Staff and students improved their digital technology skills significantly during this period.  |
| Achievement |
| Students responded well to the remote learning period experienced in 2020 during the COVID pandemic. Staff and students' digital technology skills increased significantly during this period and everyone quickly adapted to a new way of working and learning. One of the biggest challenges exprienced by teachers, was providing remote learning programs, at short notice, that targeted the learning needs of all students. Teachers conducted weekly 1:1 Webex conferences with students in an effort to support the individual learning needs of students. Feedback received from parents about the approach followed by the school during the remote learning period was very positive. Up to 170 students attended school onsite during the remote learning period. A majority of the students who attended onsite were children of essential service workers, however a significant portion were students who met the 'vulnerable' eligibility criteria set by the Department of Education. Some of the digital practices developed during the remote learning period have been applied to the onsite learning environment in 2021.A significant portion of the professional learning intended for staff for 2020, was put on hold, and professional learning in relation to teaching remotely took precedence during this period. Webex professional learning sessions were organised for staff and the school maintained connections with the local Network of schools via Webex videoconferencing. In 2020, Swan Hill Primary School were recognised as winners of the Victorian Education Excellence Awards for initiatives that significantly closed the gap between Aboriginal and non-Aboriginal learners. As part of this award, the school were granted $25, 000 to go toward staff professional learning. Overall, the academic results for the school were pleasing with the average level of academic growth across the school, comparable to previous years. Teacher Judgements at the December reporting period indicated the school had more students achieveing at or above the expected level in English than the Similar School and State average, and pleasing results also in Mathematics with more students at or above the expected level than the Similar School average and almost the same as the State average.  |
| Engagement |
| A high proportion of students engaged with the remote learning program and overall attendance levels for the 2020 school year were pleasing. The schools average number of absence days was less than the Similar Schools and State average with all year levels recording attendance rates at or above 93%. Staff spent time refining the remote learning programs over the course of the remote period to ensure engagement levels were as high as possible, with a blend of digital, pencil/paper and hands-on activities provided. Teachers also pre-recorded videos of explicit teaching sessions for students to watch at a time that suited their family schedule. Microsoft Teams was the platform used by the school to upload videos, learning tasks and communicate during the remote learning period, along with weekly Webex conferences.To assist students engagement during the transition back to onsite learning, teachers spent time planning together to design programs that gradually reintroduced learning expectations. An emphasis was also placed on the school's wellbeing program to support the learning, social and emotional needs of students.  |
| Wellbeing |
| The school Leadership Team prioritised staff, student and parent wellbeing during the remote learning period. Considerable thought was given to designing a remote learning approach that accomodated the broad range of family circumstances, as much as possible.The weekly Webex conferences between teachers and students played a key role in checking on the wellbeing needs of students and families. The Leadership Team conducted regular meetings where students deemed 'at risk' during the remote learning period were monitored. Outside support agencies were engaged where required, along with video conferencing sessions with our school chaplain. The school developed a COVID Safety Management Plan to target the health and wellbeing needs of staff and students in accordance with the Department of Education directives. Careful thought and consideration was given to modifying school structures and procedures to ensure the safety of staff, students and the broader community was made a priority. When designing the remote learning approach, due consideration was given to the wellbeing of our staff and the varied circumstances of staff members e.g. some with young children in their care etc. A staff wellbeing web was developed to ensure every staff member was contacted by a leader on a regular basis during the remote learning period, and also upon return to onsite learning, when staff were working in 'organisational bubbles' as part of the schools COVID Safety Management Plan. Wellbeing supports and appropriate staff ratios were applied for the students who were engaging in the remote learning program onsite. When students returned to onsite learning, the school continued using the School Wide Positive Support approach, inline with the goals set for the school for 2020. Swan Hill Primary School students did not particpate in the Attitudes to School Survey in 2020.  |
| Financial performance and position |
| At the end of 2020, the school was in a surplus position. Funds were allocated to supporting the priorities in school's Strategic and Annual Implementation Plans. The school's financial position was in surplus at the conclusion of 2020, due to staffing changes that were not anticipated and accounts payable at the time of reporting. The school received a significant portion of equity funds for social disadvantage and these funds were allocated to a variety of programs and staffing to target the needs of our socially disadvantaged students, including the employment of a Koorie Educator and Multicultural Aide. The school did not receive any additional State or Government funding. |
| **For more detailed information regarding our school please visit our website at** [**http://www.swanhillps.vic.edu.au/**](http://www.swanhillps.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 506 students were enrolled at this school in 2020, 240 female and 266 male.

8 percent of students had English as an additional language and 14 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: High

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 79.4% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 82.4% |
| State average: | 77.8% |

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.

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| **English****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 86.1% |
| Similar Schools average: | 80.8% |
| State average: | 86.3% |

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| **Mathematics****Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 87.3% |
| Similar Schools average: | 79.6% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 12.4 | 14.2 |
| Similar Schools average: | 15.4 | 16.3 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 93% | 93% | 94% | 93% | 94% | 94% | 93% |

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.

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 82.6% |
| Similar Schools average: | 80.6% | 81.7% |
| State average: | 79.2% | 81.0% |

*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.

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| **Management of Bullying****Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 85.1% |
| Similar Schools average: | 80.8% | 82.1% |
| State average: | 78.0% | 80.4% |

*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 | $4,739,939 |
| Government Provided DET Grants | $737,416 |
| Government Grants Commonwealth | $22,530 |
| Government Grants State | NDA |
| Revenue Other | $11,612 |
| Locally Raised Funds | $205,490 |
| Capital Grants | NDA |
| Total Operating Revenue | **$5,716,987** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $785,888 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$785,888** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,713,648 |
| Adjustments | NDA |
| Books & Publications | $3,504 |
| Camps/Excursions/Activities | $11,360 |
| Communication Costs | $6,880 |
| Consumables | $100,030 |
| Miscellaneous Expense 3 | $17,758 |
| Professional Development | $7,916 |
| Equipment/Maintenance/Hire | $141,706 |
| Property Services | $187,919 |
| Salaries & Allowances 4 | $289,938 |
| Support Services | $47,332 |
| Trading & Fundraising | $29,167 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | $98 |
| Utilities | $60,903 |
| Total Operating Expenditure | **$5,618,160** |
| Net Operating Surplus/-Deficit | **$98,827** |
| 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 | $517,317 |
| Official Account | $23,800 |
| Other Accounts | NDA |
| Total Funds Available | **$541,117** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $141,850 |
| Other Recurrent Expenditure | $10,706 |
| Provision Accounts | $17,179 |
| Funds Received in Advance | $65,773 |
| School Based Programs | $179,519 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $16,807 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $800 |
| Capital - Buildings/Grounds < 12 months | $54,716 |
| Maintenance - Buildings/Grounds < 12 months | $49,957 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$537,307** |

*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.*