

2023 Annual Report to the School Community

School Name: Springhurst Primary School (1583)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 March 2024 at 01:58 PM by Kade Livermore (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2024 at 09:20 AM by Julia Barwick (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Springhurst Primary School is a small rural school located off the Hume Freeway, 11 kilometres south of Rutherglen and halfway between Wangaratta and Wodonga. The school has a long and proud history of serving the rural community of Springhurst, which dates back 148 years to 1876. Our students come from the township of Springhurst (population 348), and surrounding towns and farms.

At Springhurst Primary School, we aim to create a supportive and stimulating learning environment which will respond to the changing needs of our community. Our purpose is for staff and students to work together in creating an environment that promotes:

- the ability to learn and aspire
- having high expectations for all
- prioritising the learning of Literacy and Numeracy
- a tutoring type setting that enables students access to regular and ongoing learning support
- positive interactions with others
- a sense of self-worth, student voice and agency and pride in our school and broader community.

In order to achieve this, we live by our School Values of: SAFE, HAPPY and LEARN.

Our INTENT is to demonstrate 'excellence in teaching and learning', enabling every student to achieve their optimal learning growth and engagement. We have created and continue to embed and promote, a positive climate for learning, where parents, students and staff work together to ensure a high level of student engagement, motivation and confidence exists in our student's learning.

Our RATIONALE is to develop 'excellence in teaching and learning' and reach out beyond the school environment for learning experiences that will maximise the potential for student success. The implementation of an evidence based pedagogical framework and instructional practices, accompanied by the latest in educational research and the High Impact Teaching and Wellbeing Strategies, has significantly increased student engagement and outcomes. By everyone working together, students will be connected to their learning, their peers and to our school, and will continue to become positive, well-rounded global citizens.

Our FOCUS on 'excellence in teaching and learning' and 'building practice excellence', will enable our vision to be realised. Positive Climate for Learning and Empowering students in building school pride, ensures that our students are positive, motivated and confident learners.

We have an ideal student-teacher ratio for our 14 students, consisting of one full time teacher, one part time educational support staff member (4 days per week) and one part time Business Manager (3 days per fortnight). We are also fortunate to be the base school for the Mobile Art and Library Vans, MACC and MARC.

We provide a variety of authentic learning experiences including a cooking and gardening program, Auslan as a second language and Digi-Tech, to name a few of our programs. Our Specialist program includes the Arts, Library, Physical Education, Sustainability, STEM and Music. For a small school, we have some very talented staff delivering these exceptional programs to rival our bigger school counterparts. Our school has the latest technology including interactive computers, desktop computers, laptops and ipads.

Progress towards strategic goals, student outcomes and student engagement

Learning

Springhurst Primary School continued to deliver a strong Literacy and Numeracy program across the two classrooms. With the Department's Tutor Learning Initiative, the school was able to tailor a heavily individualised learning program for the students, focussing on the foundational knowledge needed to progress student learning. The Cluster PLC's have provided teaching staff with new teaching and learning strategies that supported further student growth. The school investigated how the use of feedback and assessment of student work could be utilised to produce greater student success and outcomes.

The school continued its implementation of the Victorian Curriculum, with no movement towards using the Victorian Curriculum 2.0 in 2023.

In the domain of English, incorporating Reading, Writing and Speaking and Listening, 75% of our students achieved at or above the expected level (using teacher judgement scores) for 2023. This was due to the refocussing the school's efforts in creating an individualised learning program for all. The school's Year 5 NAPLAN results demonstrated 25% of our students being within the top three bands. The school was establishing a new phonics program and embedding the appropriate resources. Staff explored how the use of cued articulation could support the foundational learning of language and phonemic awareness.

In the domain of Mathematics, incorporating Number and Algebra, Measurement and Geometry, and Statistics and Probability, 75% of our students achieved an at or above the expected level (using teacher judgement scores) for 2023. This was once again

achievable using an individualised program for all of our students. The school's Year 5 NAPLAN results demonstrated 25% our students being within the top three bands. The school used recent learnings from the Love Maths Professional Learning to enhance understandings within student conversations around Maths.

The other domains of learning including science and art, seen the students undertake educational excursions (including a visit to the Lume and Melbourne Aquarium) to support student understanding of how we can link science and art together.

Wellbeing

Springhurst Primary School has continued to promote a strong, proud and positive school culture. There is an expectation of students being responsible for their learning. We believe that fostering effective and strong links between home and school (and visa versa), is a strong ingredient for students to feel successful in their learning journey. Our staff have high expectations for all students including their behaviour, for learning, and for demonstrating our school values. Off the back of the significant work conducted in revising the school's values, 2023 seen staff and students work towards embedding these values into daily teaching and learning practices.

The school continued to embed the practices learnt through being a Respectful Relationships partner school, ensuring adequate timetabling was given to teach the curriculum. The school values work sits nicely alongside the Respectful Relationships curriculum, providing students with the strategies needed to be successful in the areas of positive coping, identity and equality. The school will continue this 'embedding' work into 2024. To further support our Wellbeing curriculum and school values work, the school investigated the viability of engaging in The Resilience Project for 2024. The school found that this program would further support the teaching and learning of wellbeing strategies as well as aid in increasing student engagement.

Our students agreed that our school provides opportunities for connectedness through the various daily activities undertaken. The Student Attitudes to School Survey suggested that 75.6% of our Years 3-6 students felt strongly connected to Springhurst Primary School. Similarly, 74.1% of our Years 3-6 student population believed that the school handled issues of bullying promptly and adequately. Whilst work will continue of the various areas of Wellbeing in 2024, our students are happy, calm and safe within their environment, and the school remains proactive in seeking ways to further support the development of greater student outcomes in this area.

Engagement

Springhurst Primary School has a continuing focus on ensuring positive and strong attendance rates across all year levels from Foundation to Year 6. Whilst there were disruptions to leadership in 2023, student engagement measured by attendance rates were sitting at 89.4%. The school anticipates that attendance rates will increase in 2024 with the new implementation of engagement programs such as Breakfast Club, Ride to School Days and other Student Voice Group related activities.

We work hand in hand with our parent and carer community, to educate our families around the importance and value of attending school every day. If a child is absent from school, a phone call is made or an email sent to the parent/carer, to seek an explanation for the absence. The newsletter is used as the medium for reminding parents/carers of the impact that missing school can have on the development of our young people. We continued to report on student attendance in the Semester 1 and 2 Student Reports, reiterating the impact that absences have on the educational and social development of a child.

The school intends to use the 'Class Dojo' app in 2024, linking parents/carers, students and staff together in a meaningful and productive way. This tool will also be used to document student learning as a chronicle, ensuring that our parent/carer community have great insight into the types of learning experiences our students engage in. Feedback was sought from school council around the use of the school's Facebook page. Presence on this in 2023 was okay, but further work in 2024 will need to be completed to help bolster the appeal of the school to the greater Springhurst community. The school is aware that the use of social media posts is a quick and vastly superior way to reach our community, over the use of a newsletter or website.

Other highlights from the school year

Springhurst Primary School believes in providing students with the opportunities to make sustainable connections outside of their school. Organising excursions, incursions and other experiences is a priority for sustaining engagement and fostering increased socialisation amongst our student population. After each experience, our school staff critically reflect upon and evaluate how the program met the educational, wellbeing and/or social needs of our students, the value it holds for the point of need for each student and the overall enjoyability. Some of the experiences provided to our students in 2023 included, but weren't limited to:

- camps
- excursions to Melbourne eg: The Lume

- Specialised Sporting lessons
- Cluster School events such as swimming, athletics, cross-country etc
- Promotion of community-based events eg: end of year school concert/production
- visits to other schools ie: working for a day at a neighbouring cluster school to increase the socialisation opportunities between our students and those from other schools

Financial performance

Springhurst Primary School maintained a sound financial position throughout 2023. The 2019-2023 Strategic Plan, along with the 2023 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities. All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, in an effort 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. Throughout 2022, the school kept within the planned budget for the year. The Financial Performance and Position report shows an end of year surplus. This surplus is inclusive of the MACC and MARC services that our school provides to other small schools. With all major works programs completed and none in the works for 2024, we expect to maintain a relatively strong financial position, despite the school losing enrolments with the exiting of Year 6 students and no Foundation students coming in.

For more detailed information regarding our school please visit our website at
<https://www.springhurstps.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 2.0 (FISO 2.0).

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 14 students were enrolled at this school in 2023, 9 female and 5 male.

0 percent of students had English as an additional language and 0 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).

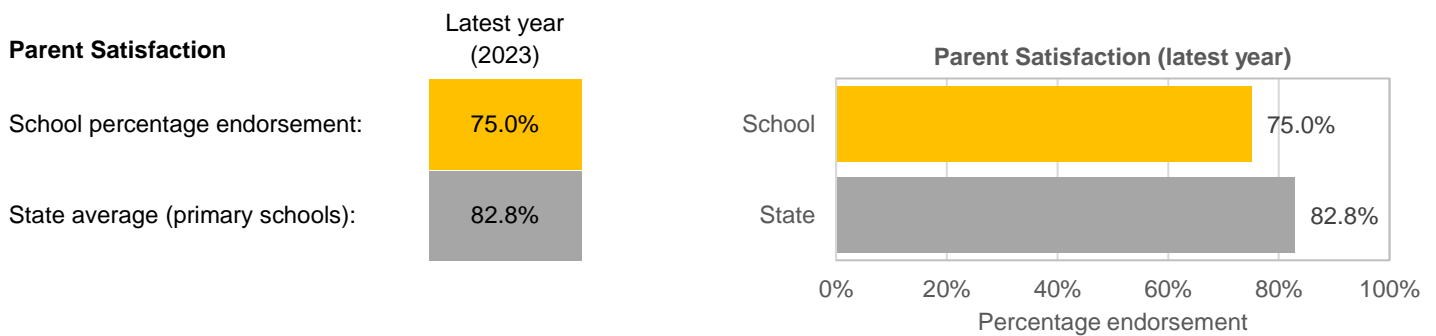
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

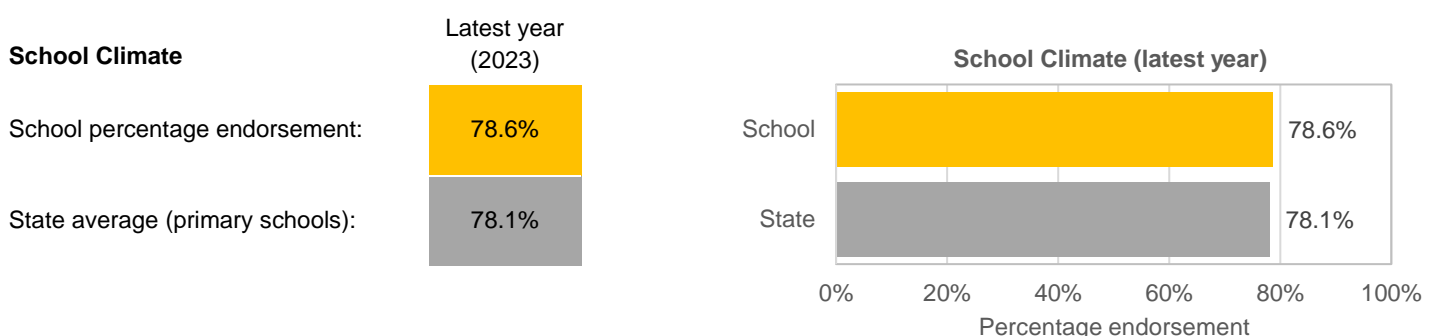


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

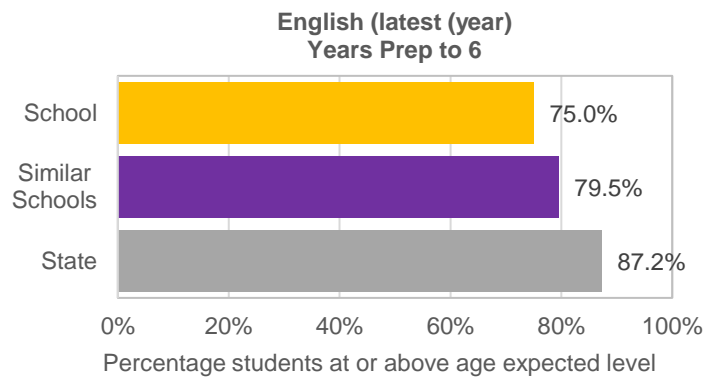
75.0%

Similar Schools average:

79.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

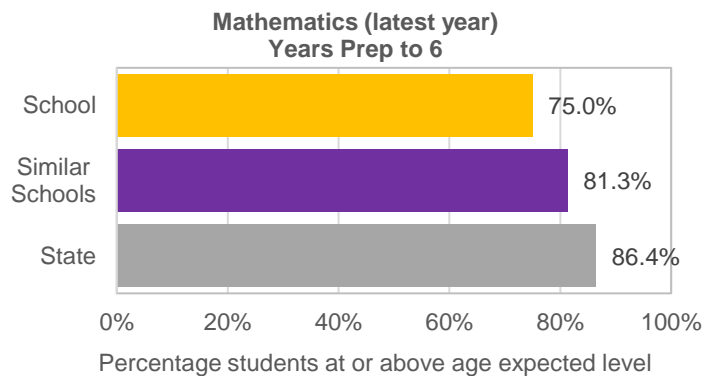
75.0%

Similar Schools average:

81.3%

State average:

86.4%



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

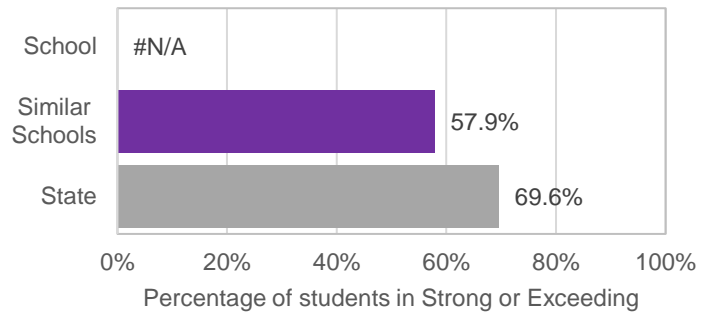
Similar Schools average:

57.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

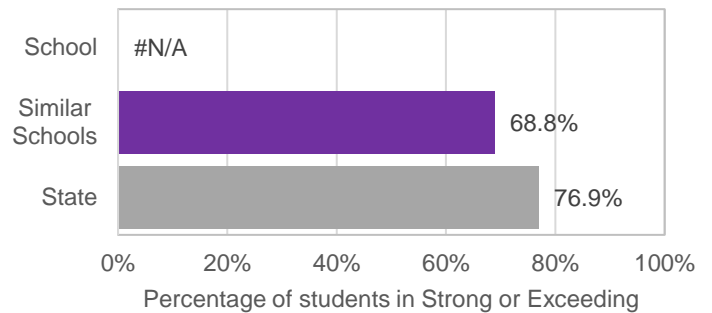
Similar Schools average:

68.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

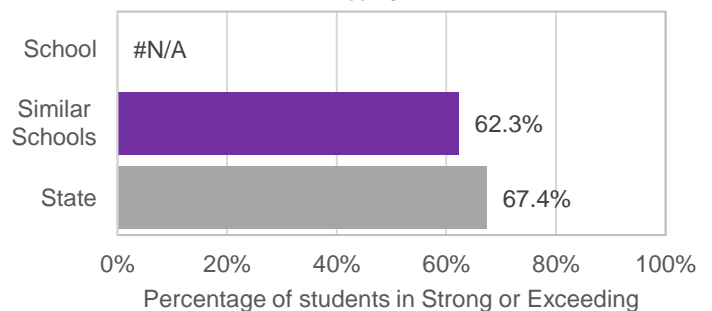
Similar Schools average:

62.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

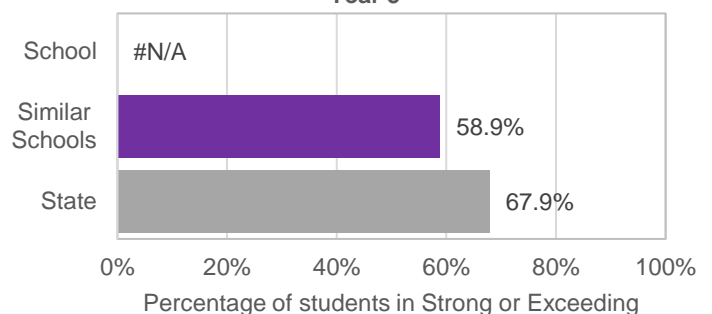
Similar Schools average:

58.9%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDA

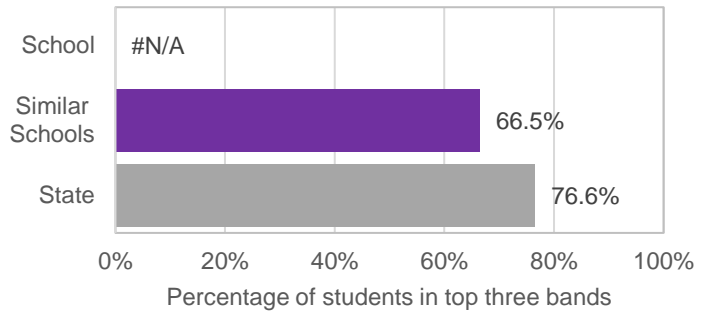
Similar Schools average:

66.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

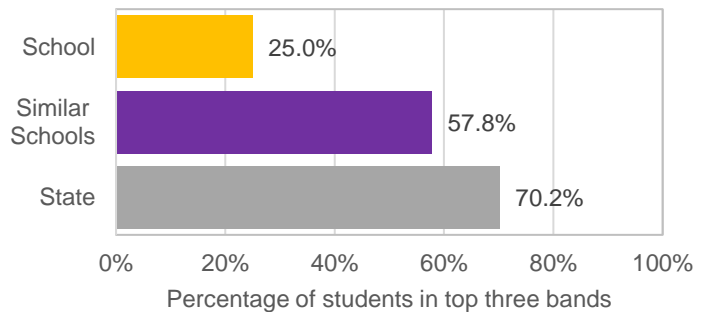
Similar Schools average:

57.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDA

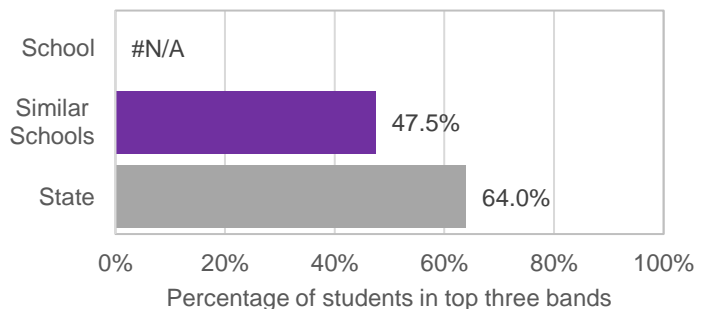
Similar Schools average:

47.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

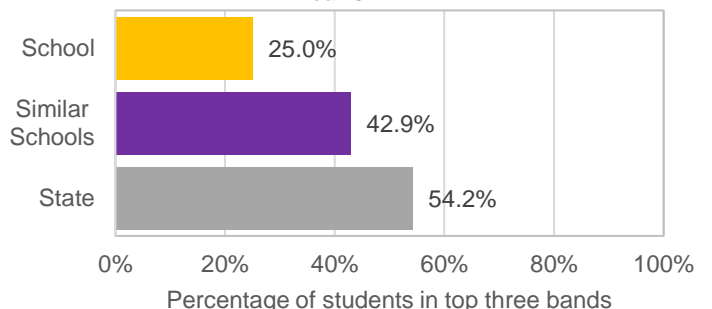
Similar Schools average:

42.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



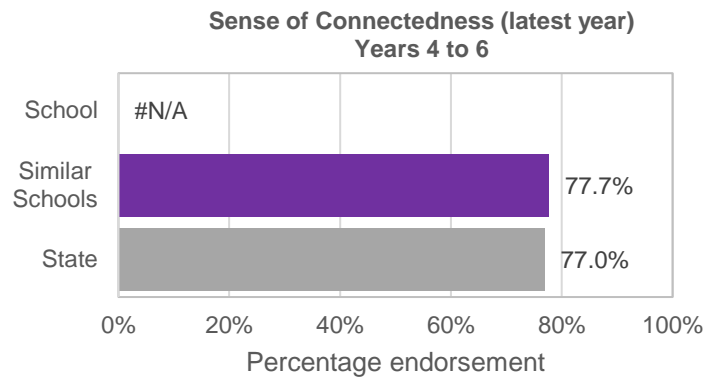
WELLBEING

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 percentage 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).

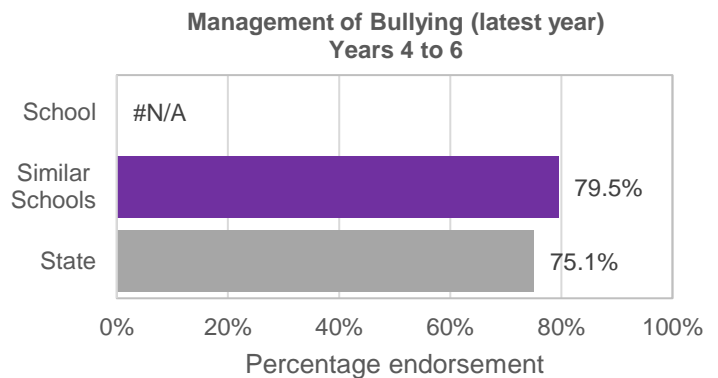
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	NDP	82.2%
Similar Schools average:	77.7%	80.6%
State average:	77.0%	78.5%



Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	NDP	84.0%
Similar Schools average:	79.5%	82.6%
State average:	75.1%	76.9%



ENGAGEMENT

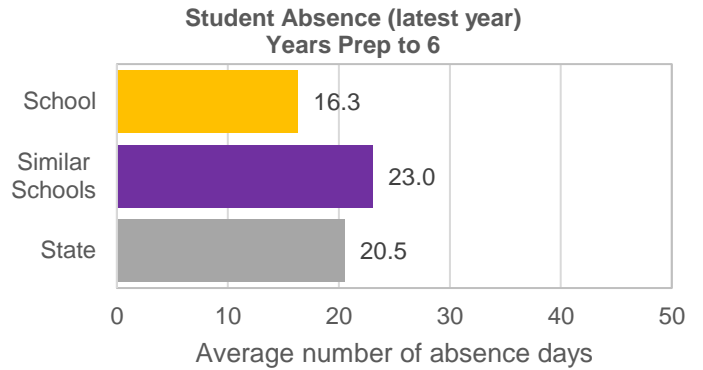
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	16.3	14.2
Similar Schools average:	23.0	19.9
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	NDP	NDP	NDP	NDP	NDP	NDA	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$685,440
Government Provided DET Grants	\$146,103
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$36,391
Locally Raised Funds	\$9,795
Capital Grants	\$0
Total Operating Revenue	\$879,229

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,602
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,602

Expenditure	Actual
Student Resource Package ²	\$635,676
Adjustments	\$0
Books & Publications	\$4,604
Camps/Excursions/Activities	\$4,764
Communication Costs	\$1,195
Consumables	\$16,952
Miscellaneous Expense ³	(\$9,408)
Professional Development	\$7,174
Equipment/Maintenance/Hire	\$8,152
Property Services	\$41,602
Salaries & Allowances ⁴	\$11,705
Support Services	\$2,906
Trading & Fundraising	\$2,528
Motor Vehicle Expenses	(\$2,434)
Travel & Subsistence	\$977
Utilities	\$3,872
Total Operating Expenditure	\$730,264
Net Operating Surplus/-Deficit	\$148,965
Asset Acquisitions	\$56,813

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$315,634
Official Account	\$13,520
Other Accounts	\$0
Total Funds Available	\$329,154

Financial Commitments	Actual
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$5,880
Provision Accounts	\$0
Funds Received in Advance	\$1,370
School Based Programs	\$5,596
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,444
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$53,271
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$41,000
Asset/Equipment Replacement > 12 months	\$14,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$80,000
Total Financial Commitments	\$233,561

All funds received from the Department of Education, 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.