

# 2021 Annual Report to The School Community



**School Name: Swan Hill North Primary School (4743)**



- 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 2021 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 04 April 2022 at 01:03 PM by Brea Terris (Principal)

- This 2021 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 29 April 2022 at 03:45 PM by Tim Dunstan (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

#### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 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').

## About Our School

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### School context

At Swan Hill North Primary School, Students, Teachers and Parents work together to support all students in building the knowledge and skills needed to achieve personal success and reach their academic and social potential.

Our Values at a staff and student level are: the 3 R's - Respect, Resilience & Responsibility.

We embrace the seven DET Values in our work: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights.

Our Schools Cultural Agreement Plan identifies how we as a staff work together, how we teach and how we maintain our high expectations of professional behaviour.

Swan Hill North Primary School has a dual focus on Personal and Academic development. The Wellbeing is underpinned by the Positive Education program which incorporates the school's values of 'Respect', 'Resilience' and 'Responsibility' as well as School Wide Positive Behaviour and Respectful Relationships. The academic focus of the school is based on what the best available research tells us, much of this is now encompassed in the HITS (High Impact Teaching Strategies).

We have a commitment to our community and families to provide the most 'effective' teaching and learning practises in our classrooms, based on research and evidence. We aim to have outstanding, evidenced based programs that will ensure our students make the necessary gains.

Swan Hill North Primary School had approximately 200 students in grades Foundation to 6 in 2021. The school has 2.0 principal class and 17 teachers including one Leading Teacher. There are 2 Educational Support Staff, 1 Speech pathologist, a Chaplain and an Office Manager and Business Manger. Specialist teaching staff include Physical Education, Indonesian and ICT. These specialist programs add to a diverse range of core and extra-curricular activities, which support the broader vision of the curriculum and the holistic vision of the school of 'learning for life'.

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### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes and KIS that were focused on in 2021 were:

- Learning Catch up and extension policy.
- Happy, active and healthy kids priority.
- Connected schools priority.

Staff worked on the 3 C's of Consistency, Collaboration and Capacity building. These areas were worked on during remote learning.

We believe in seeking consistency in our practice across the school and as such have aligned our curriculum, planning and instruction practises across classrooms. Maintaining and building up this work is central to our weekly focus.

In 2022 we will be ensuring a whole school focus on best practice in literacy and numeracy with a whole school focus on the lesson structure in Reading and Numeracy.

This also builds on the work of developing a professional learning community culture, which is developing the capabilities of teachers and teams to lead and implement change to improve student outcomes.

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### Achievement

During Remote Learning a balance of online and hard copy work was prepared for all students to assist with student and parent wellbeing. Teachers uploaded students learning tasks onto Seesaw and weekly planners were put into a

format which supported families at home.

All students would Webex in with their classroom teacher for a morning meeting and then attend small group sessions through out the week. Teachers were making frequent adjustments to the delivery of their programs depending on individual needs.

Teachers were continually giving feedback on learning tasks through Seesaw which supported student assessment.

In the Performance Summary data it shows that SHNPS from P-6 is just below other similar school in English when measuring teacher judgement of students at or above expected standards. In Maths we are at a similar percentage of similar schools in measuring the percentage of student at or above expected standards. The data shows that students at SHNPS are still behind state data with teacher judgement.

Year Three Reading NAPLAN showed significant improvement and students were well above similar schools and similar to the state average. We believe that this is a direct impact on the work staff have undertaken in 2022 on the Reading Workshop model and shows that explicit teaching has an impact on reading performance.

Year Five Reading NAPLAN results were similar to the state and other similar schools. The Learning Gain in Reading (Year 3 2019 - Year 5 2021) shows that we need to ensure we are challenging our capable students and using data to support the planning process.

in 2022 we have a whole school focus on Numeracy which will support us in investigating how students are engaging in Numeracy. Students have been surveyed by Regional staff to understand their perceptions. Essential Assessment and My Numeracy were used during remote and flexible learning as a tool to support students. This tool is one that stall will continue to build capacity in when operating in Professional Learning Communities.

The Tutor Learning Program was very successful and ran through out Remote Learning. All students involved in the program made growth. Classroom teachers and the Tutor worked together to set goals. Students in P-2 were targeted for the program.

All PSD students are meeting their expected progress.

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## Engagement

There has been an emphasis at SHNPS to focus on staff evaluating the Student Wellbeing program and see how SWPB and RRR fits into the school. These were used as resource to support engagement of staff and students during remote learning.

2022 will see a greater focus on students re-engaging with school, in particular our Koori students

The Hands on Learning project will support students to make connections back at school. In 2022 the school will be involved in building teacher capacity in the School Wide Positive Behaviour Framework and Mental Health Literacy, SHNPS has received funding to employ a teacher to lead Mental Health and Wellbeing Coordinator in 2022.

The attendance data at SHNPS is slightly higher than other schools, with students having an average of 20.6 absence days. We would like to see this decrease. Sentral Management System will support staff in managing and tracking data of absences. In 2021 Year 1 students had the greater absences.

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## Wellbeing

The focus throughout remote learning was staff and student wellbeing. Remote Learning transformed further in 2021 with a focus on explicit teaching in small groups. Check-ins whilst staff were onsite took priority.

The health and wellbeing supports for our staff, students and their families experiencing difficulties was at the forefront of all actions over any other priorities.

The increased connection with students and families continued to develop with the introduction of Seesaw and building of solid positive relationships during this time.

The school prioritised health and wellbeing supports for students, their families and staff. We identified the more vulnerable students and families early in the first period of remote and flexible learning to ensure we could support these families.

The Wellbeing data showed that Year 4-6 students had less of connection to the school compared to other similar schools and the state.

The Management of Bullying data for students in Year 4-6 was similar to other schools and state.

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### Finance performance and position

Swan Hill North PS maintained a very sound financial position throughout 2021. SHNPS was in surplus of \$163108 at the end of the 2021 school year. This was through making many strategic decisions through staffing. The school also entered the deficit deferral program to ensure we could pay back the 2020 deficit and still have the funds to operate.

In 2021 there was limited local fundraising to support the school. This was due to COVID and the Parents Club not being able to meet during this time.

SHNPS receives Equity Funding from DET as well to support our vulnerable students.

The Pre-School works are still being investigated with DET and the VSBA.

**For more detailed information regarding our school please visit our website at**  
<https://www.shnps.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 202 students were enrolled at this school in 2021, 84 female and 118 male.

6 percent of students had English as an additional language and 17 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).

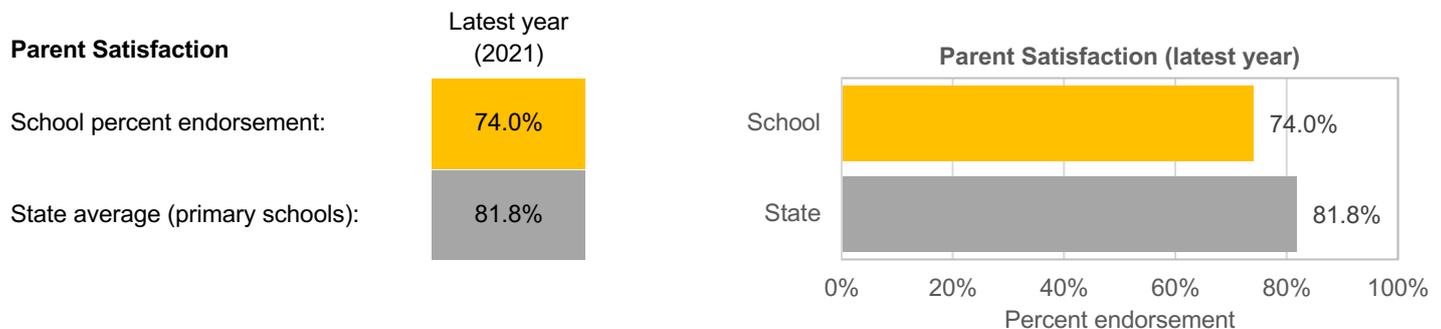
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

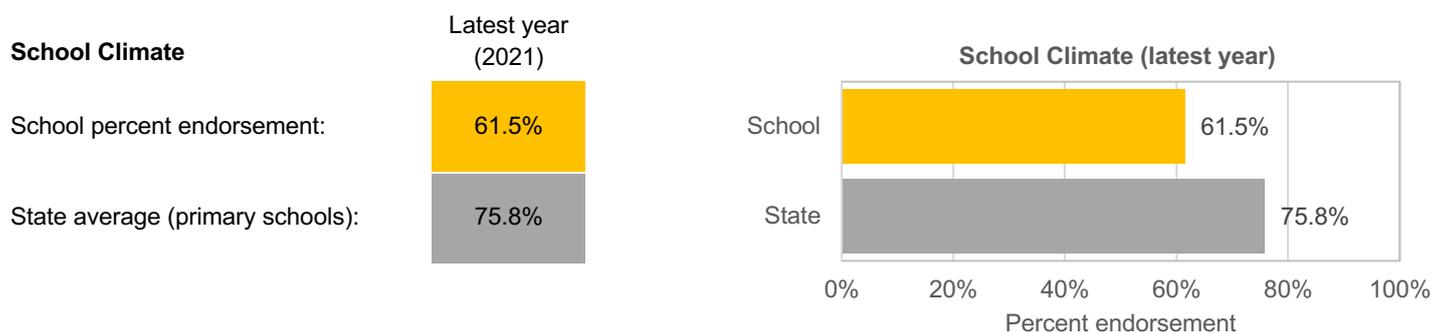


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

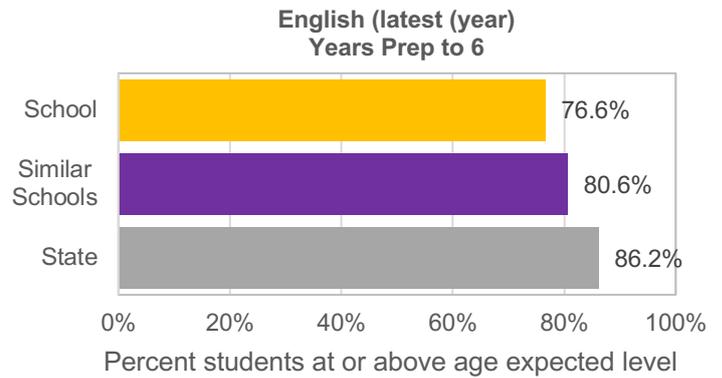
76.6%

Similar Schools average:

80.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

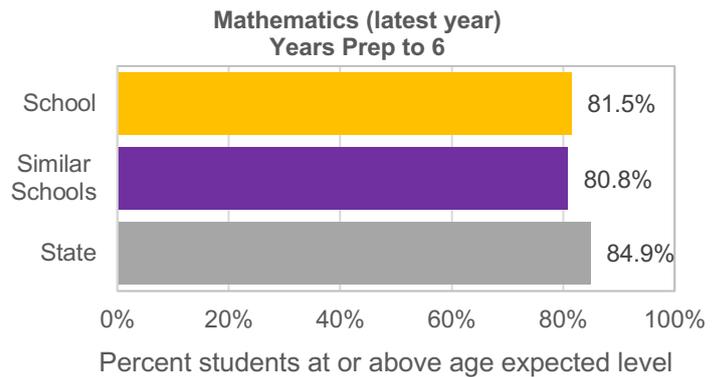
81.5%

Similar Schools average:

80.8%

State average:

84.9%



**ACHIEVEMENT (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.

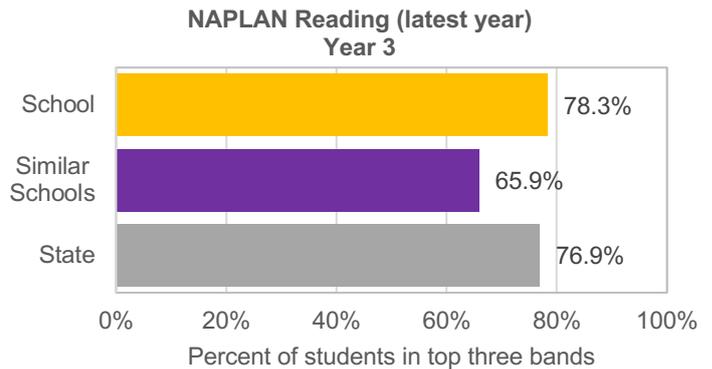
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

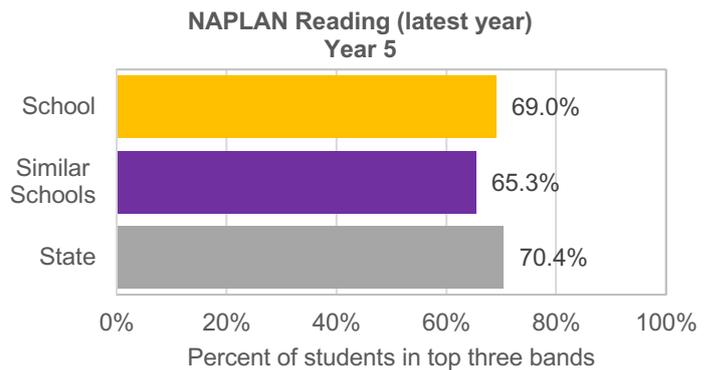
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.3%	71.2%
Similar Schools average:	65.9%	68.4%
State average:	76.9%	76.5%



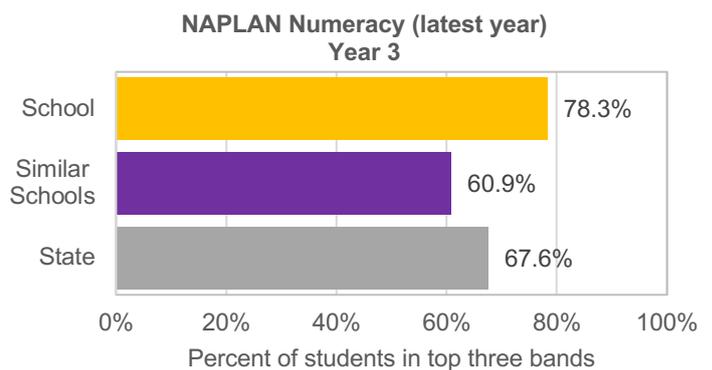
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.0%	65.6%
Similar Schools average:	65.3%	61.0%
State average:	70.4%	67.7%



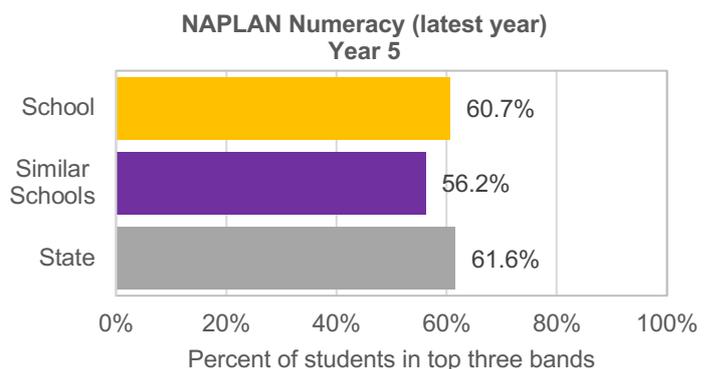
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.3%	68.9%
Similar Schools average:	60.9%	63.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.7%	47.8%
Similar Schools average:	56.2%	53.9%
State average:	61.6%	60.0%



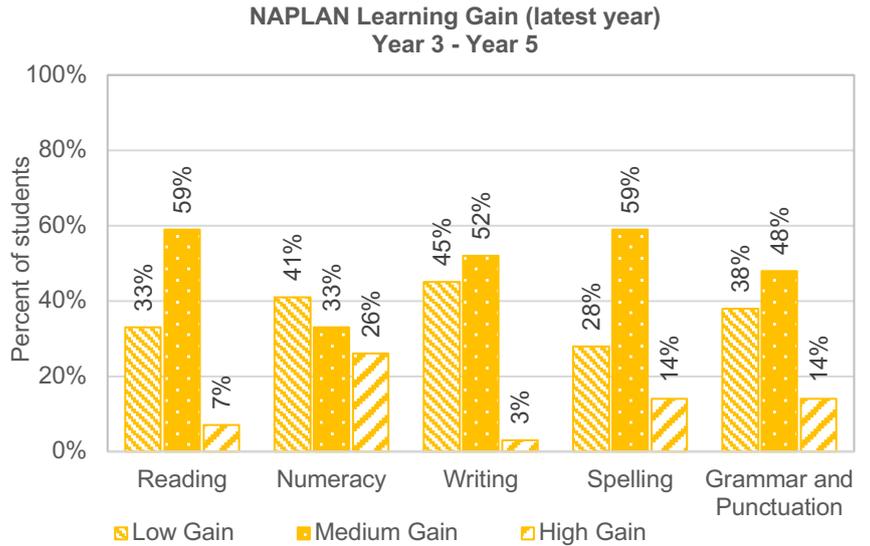
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	59%	7%	21%
Numeracy:	41%	33%	26%	23%
Writing:	45%	52%	3%	16%
Spelling:	28%	59%	14%	19%
Grammar and Punctuation:	38%	48%	14%	16%



## ENGAGEMENT

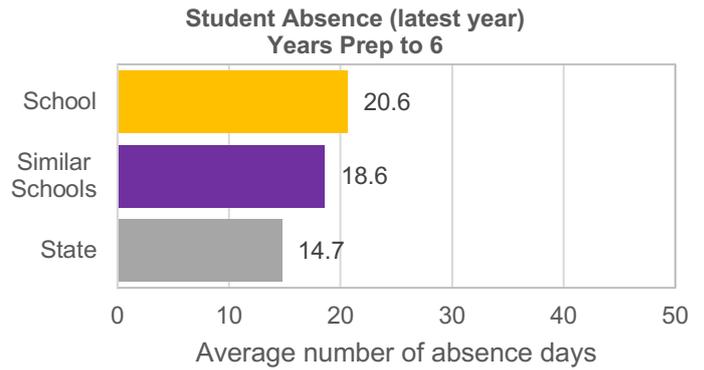
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.6	16.2
Similar Schools average:	18.6	17.1
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	86%	90%	93%	89%	88%	89%

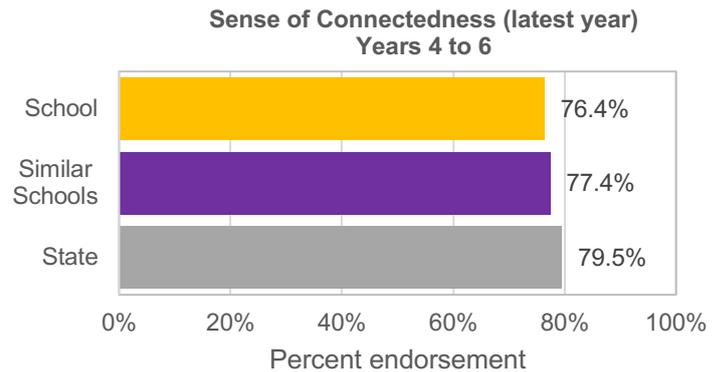
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.4%	76.0%
Similar Schools average:	77.4%	79.8%
State average:	79.5%	80.4%

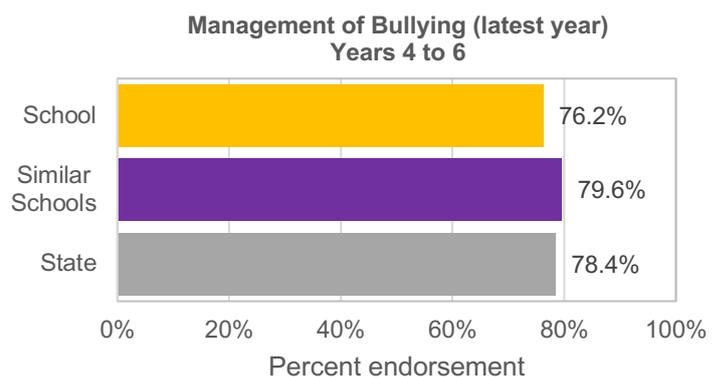


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.2%	77.2%
Similar Schools average:	79.6%	80.9%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,822,573
Government Provided DET Grants	\$537,478
Government Grants Commonwealth	\$16,015
Government Grants State	\$0
Revenue Other	\$14,798
Locally Raised Funds	\$59,142
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,450,006</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$249,963
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$249,963</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,774,483
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$13,336
Communication Costs	\$2,683
Consumables	\$66,140
Miscellaneous Expense <sup>3</sup>	\$9,357
Professional Development	\$7,697
Equipment/Maintenance/Hire	\$51,599
Property Services	\$85,966
Salaries & Allowances <sup>4</sup>	\$173,672
Support Services	\$65,908
Trading & Fundraising	\$11,636
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,420
<b>Total Operating Expenditure</b>	<b>\$2,286,898</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$163,108</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$109,860
Official Account	\$31,808
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$141,669</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$81,654
Other Recurrent Expenditure	\$10,131
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$30,690
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$6,757
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$37,485
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$166,717</b>

*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.*