



# Spring Hill Primary School

An Independent Public School

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[www.springhillps.wa.edu.au](http://www.springhillps.wa.edu.au)

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# 2020 Annual Report

I am delighted to present to you Spring Hill PS's Annual Report. This report provides a summary of our school's performance and activities in 2020.

It is important to note that NAPLAN assessments were not administered due to the COVID 19 pandemic and as a result we have presented a range of data from different sources. The data presented is from years 3 & 5 as these are the year levels traditionally assessed by NAPLAN.

It conveys information about our school in the following areas:

- Student achievement in;
  - English
  - Mathematics
  - Future Focused Learning
    - An integrated approach to the teaching and learning of; Science, Humanities and Social Science.
  - Subjects taught by specialist teachers
    - Performing Arts
    - Visual Arts
    - Physical Education & Health
    - Mandarin
- PBS data
- Student attendance data
- School human and financial resources
- Parent Survey data
- Highlights and noteworthy achievements of the 2020 school year



Our vision at Spring Hill PS is for *Spring Hill PS to be an exemplary learning community focused on high achievement for all, building emotionally intelligent, lifelong learners who are empowered to effectively contribute to an ever changing future.*

We are committed to providing a safe, accountable and supportive learning environment in which we strive to ensure that every student is a successful student and every teacher is a highly effective teacher. We have a clear, shared idea of what it is we want to achieve and how we want to do it.

Leadership in our school is shared and to this end we have leadership teams for Instruction, Integration and Assessment, English, Mathematics, WA Positive Behaviour Support and Student Services. These teams ensure practices, procedures and initiatives are consistent with our values and expectations and that our core business of teaching and learning is responsive to our students' needs.

The school values its strong partnerships with parents and the wider community and has a committed School Board and an active and supportive Parents and Citizens Association.

As this Annual Report will attest, Spring Hill PS has had a productive year under difficult circumstances and we are committed to continue our relentless quest for school improvement. The students of Spring Hill PS and their families expect and deserve nothing less.

Steve Routledge  
Principal



## School Board

The Spring Hill School Board in 2020 had a total of 3 staff members, 6 parent representatives and a community member who had non-voting rights. We also had representation from the Corporate Services Manager to present the school financials.

In 2020 the chair was Stephanie Downie and the secretary was Bianca Higgins. Each meeting had an agenda and action items carried over. The agenda would follow a set format of apologies, previous minutes of last meeting reviewed and endorsed, business arising as per action sheet, new business (financial report being the first item at each meeting in new business).

The year and meetings were impacted by COVID 19 and we had to defer 2 meetings due to the restrictions placed on us during March and April 2020.

The school board is an active board who is well informed and makes knowledgeable decisions. Our decision making always stems from robust and thorough discussions based on evidence.

In 2020 the school board areas of emphasis completed are listed below;

- The school uniform policy was reviewed and amended. Board endorsed an updated uniform policy.
- Families unable to purchase uniform items will be supplied surplus items at the discretion of the school admin to assist with compliance to uniform policy.
- We reviewed each Section of the current Business Plan and NAPLAN targets. The business plan targets and achieved outcomes were discussed and measured against each desired outcome.
- A decision was made to convene a subcommittee to review booklists, suppliers and voluntary contributions and provide a report in 2021.
- We endorsed the Chaplains hours to be increased in 2021 to 3 days a week
- A decision was made that the meeting dates for 2021 would be Week 2 & Week 8 of each term with extra meeting in Week 5 of term 1.

**Stephanie Downie – SHPS Board Chair**

## P & C Association

2020 started off like any other year, then quickly turned into a year unlike we have ever seen before. It was a strange year for everyone, including the P & C!

Due to COVID-19 and the restrictions that remained throughout the year, we were limited in what we could hold for our fundraising events. We ended up with only 2 events throughout 2020, an Easter colouring-in competition, that was more for the kids having something to do, rather than actually fundraising (we ended up taking a small loss as a result), and then a Father's day stall later in the year that the students delighted in, and we were able to raise \$1527.35. Overall, we managed to raise over \$1300 for the year. Our quietest year yet.

We decided early on in the year, that we would carry our fundraising wish list over into 2021, so while we knew we wouldn't be raising a lot of funds in 2020, we did run a poll asking parents for input into our fundraising goal. A Nature Play for the students at the back on the oval was the overall winner, so heading into 2021 we have something to work towards.

The P & C continues to proudly run the canteen, and despite the challenges the year brought to us the canteen was still successful for the year, while paying 2 canteen staff. The profits did drop considerably when the lunchtime and recess time change was implemented, however we were still able to cover our costs and pay our staff, which is a testament to the team who run the canteen.

The P & C is an entity that thrives on the dedication of school parents and community citizens who are passionate and willing to go the extra mile. Volunteering gives a sense of purpose and inclusivity and in providing events and fundraisers, it enables the school community to contribute to a 'bigger picture'. 2020 was a year that this was tested, but we came out just as strong, if not stronger in the end.

**Laura Goodall**

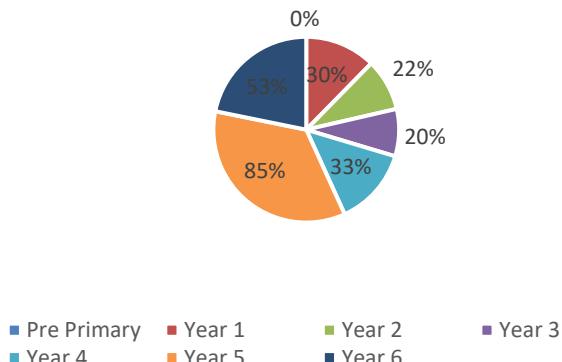
**SHPS P & C President**

# English

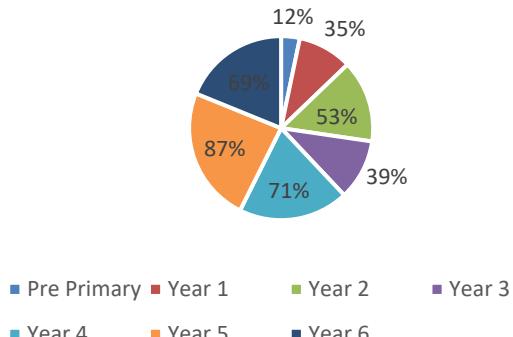
## Reading

In 2020 we applied a whole school focus to develop student fluency within reading. Staff conducted pre-assessments to gain data about student's abilities prior to delivering targeted instruction and learning experiences. Professional learning was provided to all staff and the English consultant was present at collaborative meetings to support staff throughout the planning, instruction and assessment process. After completing pre-assessments, staff applied a four week instructional period before completing a post assessment. The data showed improvement across all year levels in students reading fluency, demonstrating a positive impact to this initiative.

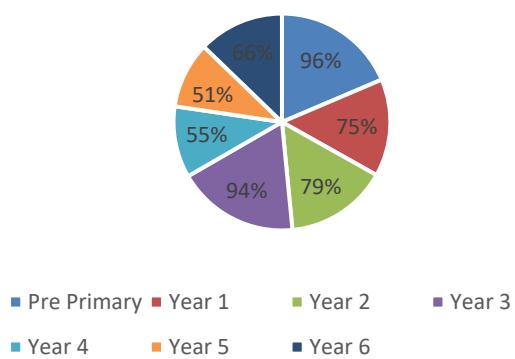
Reading Fluency: Students at Standard Before 4 Weeks Intervention



Reading Fluency: Students at Standard After 4 Weeks Intervention



% of Students Improved Reading Rate From Intervention



## Improvement Focus

### K – 6

- Provide English Consultant to support English instruction and assessment practices
- Continue with the Big 6 of Reading with a targeted focus on;
  - Improve students Reading Fluency
    - The provision of targeted professional learning
    - Effective instructional practices during synthetic phonics lessons
    - Blending to read will be taught through the application of 'Synthetic Phonics' and Phonological Awareness using the Jolly Phonics and Jolly Grammar program
    - Effective instructional practices incorporating fluency in modelled, shared, guided and independent learning experiences
    - Develop student's knowledge and understanding of fluency
    - Relevant and efficient assessment method to measure impact
  - Improve students Vocabulary
    - The provision of targeted professional learning
    - Effective instructional practices incorporating fluency in modelled, shared, guided and independent learning experiences
    - Develop student's knowledge and understanding of vocabulary
    - Relevant and efficient assessment method to measure impact
- Provide Reading Intervention Program to support SAER with targeted phonics instruction and Oxford Code X

## Writing

In 2020, professional learning was provided to support staff proficiency in the use of Brightpath to assess student writing and use the teaching points to plan for targeted instruction. Talk for Writing and Seven Steps to Writing Success became resources to support the instruction of writing skills determined to be at student's point of need based on Brightpath assessment data.

### Improvement Focus

#### K – 6

- Provide English Consultant to support English instruction and assessment practices
- The provision of targeted professional learning
- Incorporation of Animal Fun in Early Years classrooms to support motor skills development
- Explicit handwriting lessons provided in K-2 to support correct pencil grip and letter formation
- Brightpath used as a whole school assessment for writing
- Use of the Brightpath teaching points to support writing planning and instruction

## Spelling

In 2020 professional learning was provided to staff to further develop understanding of instructional practice in a synthetic approach to spelling using the Jolly Phonics program. Assessments of spelling were aligned to collect data that assessed student knowledge of sounds learnt rather than targeting lists of words.

### Improvement Focus

#### K – 6

- Provide English Consultant to support English instruction and assessment practices
- The provision of targeted professional learning
- Spelling will be taught through the application of 'Synthetic Phonics' and Phonological Awareness using the Jolly Phonics and Jolly Grammar program
- Targeted whole school assessment practices

## Grammar & Punctuation

Grammar and punctuation has continued to be developed using the Jolly Grammar program. Focus concepts are integrated during student writing

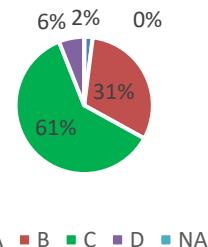
experiences providing application of skills learnt in practical learning experiences.

### Improvement Focus

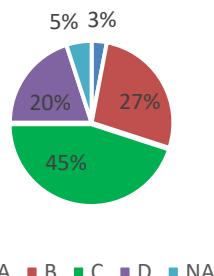
#### K – 6

- Provide English Consultant to support English instruction and assessment practices
- The provision of targeted professional learning
- Grammar will be taught through the application of the Jolly Grammar program
- Grammar and punctuation integrated into writing learning experiences

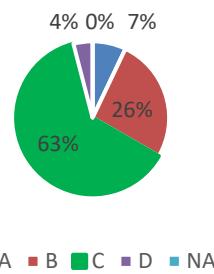
### Pre-Primary Grade Allocation English (2020) Semester 2



### Year 3 Grade Allocation English (2020) Semester 2



### Year 5 Grade Allocation English (2020) Semester 2



# Mathematics

## Number and Algebra – Place Value

Following on from our school's participation in the Wanneroo Education Network (WEN) Development of Additive and Multiplicative Thinking Project 2019. This enhanced our Maths Leadership Team to provide opportunities to develop staff knowledge through Professional Learning and Coaching opportunities and for student outcomes of Maths: Number and Algebra.

The project draws on current research that supports ***conceptual understanding*** of Mathematics as vital for the improved student outcomes and ongoing successful learning.

After action learning with two cohorts, we created assessments to determine procedural and conceptual knowledge. Teachers analysed pre and post test data in collaborative meetings to target planned learning with impact in place value.

All students and cohorts showed growth in procedural outcomes and many improved in the deeper, conceptual understanding by reasoning, showing application in multiple ways and by reaching the age appropriate content markers.

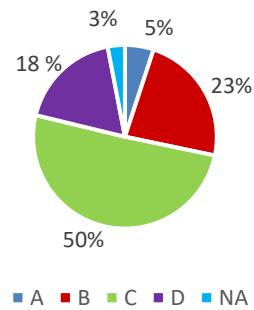
### Improvement Focus

#### K – 6

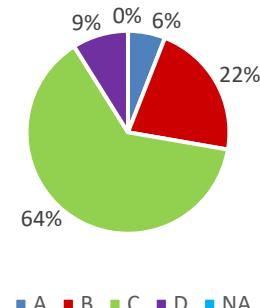
- Provision of Maths Consultant to support Place Value instruction and assessment practices
- Participation in targeted Professional Learning
- Development of student proficiencies in multiple representations and reasoning
- Improvement of student Maths content knowledge to age appropriate Place Value knowledge
- Continued development of effective instructional practices including modelled, shared, guided and independent learning experiences
- Targeted relevant and efficient assessment method to measure impact

- Provision of extension activities to students above expected level.
- Provision of relevant activities to students at expected level.
- Provision of targeted activities for students below expected level.

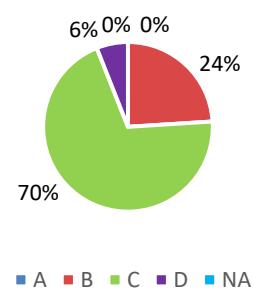
Year 3 Grade Allocation  
Maths (2020) Semester 2



Year 5 Grade Allocation  
Maths (2020) Semester 2

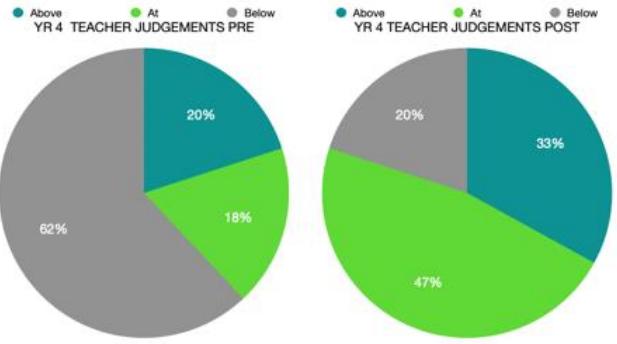
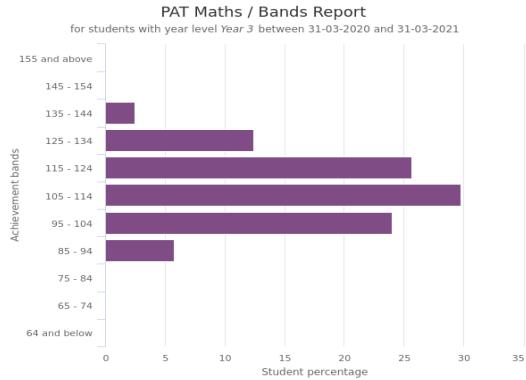


Pre Primary Grade Allocation  
Maths (2020) Semester 2

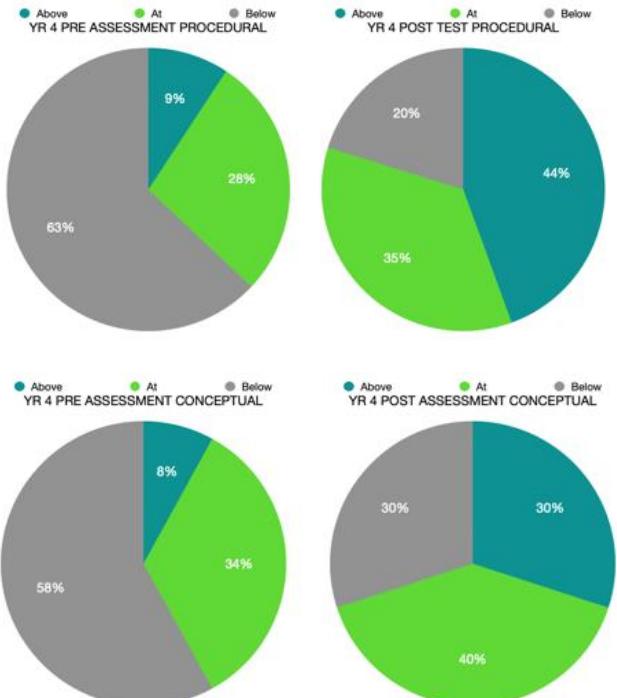
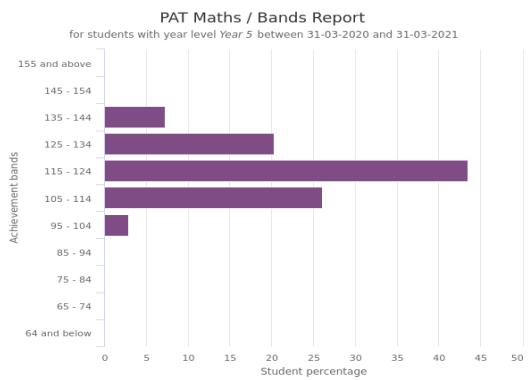


All cohorts have been working to target differentiation of learning to impact growth in outcomes.

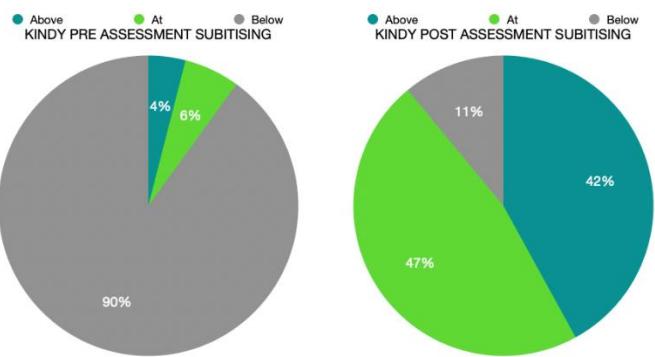
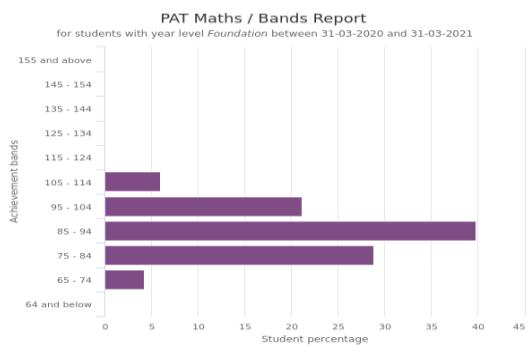
Our Year 3 cohort has developed strength and is achieving above expectations



Our Year 5 cohort is building conceptual understanding.



Our Pre Primary cohort have embedded foundation concepts.

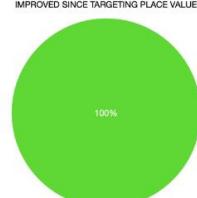


After action learning with two cohorts, we created assessments to determine procedural and conceptual knowledge. Teachers analysed pre and post test data in collaborative meetings to target planned learning with impact in place value.

All students and cohorts showed growth in procedural outcomes and many improved in the deeper, conceptual understanding by reasoning, showing application in multiple ways and by reaching the age appropriate content markers.

All students and cohorts showed growth in procedural outcomes and many improved in the deeper, conceptual understanding by reasoning, showing application in multiple ways and by reaching the age appropriate content markers.

NUMBER OF STUDENTS WHO HAVE IMPROVED SINCE TARGETING PLACE VALUE



## Future Focussed Learning

To succeed in the future, our students will require research, problem-solving and critical thinking skills. They will need to be able to work independently and together with groups of students. In 2020, the formation of Spring Hill Primary School's Instruction, Integration and Assessment (IIA) team is to promote, teach and lead staff, students and the community in recognising and developing the knowledge, skills, attitude and values today's students need to thrive and shape their world.

We have acknowledged that students need to be engaged with relevant, meaningful and exciting learning. The work place environment, for which we are preparing our students, is changing and we must assist our students to become successful learners, creative individuals and active informed citizens.

Moving forward, the IIA team's responsibility is to explore, model and integrate some of the important concepts that we see effective teachers invoking through their knowledge of curriculum, assessment and instruction.

The eight instructional concepts of safety, inclusion, individual accountability, active participation, respect, meaning, interest and novelty will be used to further upskill the teaching and learning across the school. Staff and students will also explore the six instructional skills of framing questions and wait time, framing questions at different levels of complexity, responding to student answers (7 types of responses), sharing the objective and purpose of the lesson with students, teaching to the objective and checking for understanding.

Curriculum integration is an approach that examines real life problems, issues or concerns that draws on students' prior knowledge, experiences and interests. The world we live in is changing and education must change with it. If we live in an interconnected and interdependent world, it only makes sense that knowledge be presented as interconnected and interdependent. An old adage states: Tell me and I forget, show me and I remember, involve me and I understand. Through Professional Learning, collaboration, observation and Performance Development, teachers will be

charged with leading students to formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others.

The IIA team are consistently analysing and adapting our school's assessment policies and procedures in the best interests of staff and students. We ensure or assessments are educative, fair, and lead to informative reporting and school wide evaluation. Through the use of cutting edge teaching, learning and assessment strategies, we recognise and promote the importance of feedback in order to analyse student achievement and assist in planning for success in the future.

Students need to acquire three transformative competencies to help shape the future we want: creating new value, reconciling tensions and dilemmas, and taking responsibility.

- When students **create new value**, they ask questions, collaborate with others and try to think "outside the box" in order to find innovative solutions. This blends a sense of purpose with critical thinking and creativity.

Creating new value: means innovating to shape better lives, such as creating new jobs, businesses and services, and developing new knowledge, insights, ideas, techniques, strategies and solutions, and applying them to problems both old and new. When learners create new value, they question the status quo, collaborate with others and try to think "outside the box".

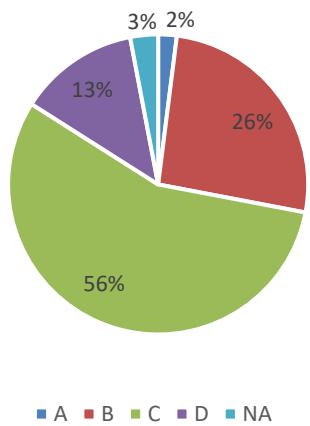
- In an interdependent world, students need to be able to balance contradictory or seemingly incompatible logics and demands, and become comfortable with complexity and ambiguity. To **reconcile the ever present tensions and dilemmas** requires empathy and respect.
- Reconciling tensions and dilemmas: means taking into account the many interconnections and inter-relations between seemingly contradictory or incompatible ideas, logics and positions, and considering the results of actions from both

short- and long-term perspectives. Through this process, students acquire a deeper understanding of opposing positions, develop arguments to support their own position, and find practical solutions to dilemmas and conflicts.

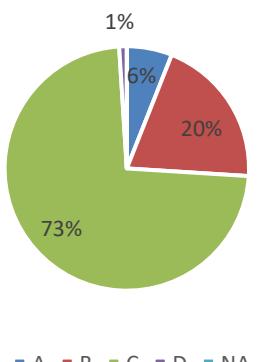
- Students who have the capacity to take responsibility for their actions have a strong moral compass that allows for considered reflection, working with others and respecting the planet.

Taking responsibility: is connected to the ability to reflect upon and evaluate one's own actions in light of one's experience and education, and by considering personal, ethical and societal goals.

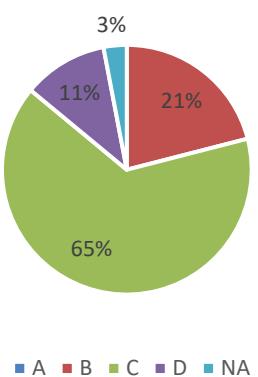
**Year 3 Grade Allocation - HASS (2020) Semester 2**



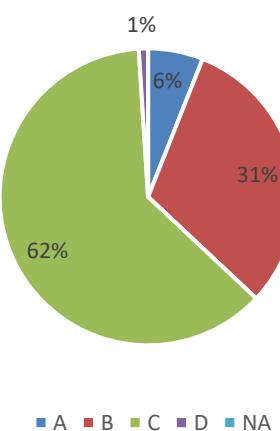
**Year 5 Grade Allocation - HASS (2020) Semester 2**



**Year 3 Grade Allocation - Science (2020) Semester 2**



**Year 5 Grade Allocation - Science (2020) Semester 2**



# **Specialist Programs**

## **PERFORMING ARTS**

Performing Arts at Spring Hill comprises of Music, Dance and Drama. A strong emphasis is on Music and this is the area that is reported on to parents each semester.

Students were exposed to the theory and practical elements of music. They were taught how to read and write notation, how to play the keyboard and other tuned and un-tuned percussion.

The students learned how to create, compose and perform their own melodic and rhythmic pieces using dynamics. They were able to appropriately respond to their own works as well as others' and describe elements used within the pieces.

Students were given aural tasks that included listening and responding to two different melodies or rhythms played and differentiating between the two. Major and minor chords were used in these aural tasks as well as melodic and rhythmic dictation.

The students were exposed to a variety of music genres and composers. They were taught about the instrument families and music used in other cultures.

Dance and Drama are both included within Performing Arts. Students were given the opportunity to write their own scripts and include music and dance within them. Students were given short dance sequences to learn and were given the opportunity to include their own movements. The students were taught the elements of both Dance and Drama and how the three subjects support and complement each other.

### **Performances**

This year included the bi-annual "Spring Hill's Got Talent". Students from Years 2-6 were involved. They were able to prepare and then audition within their music class time. They could sing a song, play an instrument, dance or act. These acts were then shortlisted to 5 days of Semi-finals. I tried to accommodate as many students to perform as possible to give them stage opportunity. The top 20 acts were then chosen and given the opportunity to

perform in a Grand Final. The finalists were all presented with a participation medal.



### **Instrumental Music Services**

The IMSS program was offered again in 2020. Students in Year 4 from the previous year were prepared and tested using the Aptitude test. The top students were then selected and offered flute or guitar for Year 5. Due to COVID, the Year 5 & 6 instrumental students had many online lessons and were limited with performances, but still thoroughly enjoyed the program and the opportunity to learn another instrument.

### **Choir**

Choir in 2020 was unfortunately limited to performances due to COVID. The students were still able to prepare for the One Big Voice festival (Australian largest children's choir) learning the repertoire. It comprised of 10 songs which the students learned to sing solo parts, melody and harmony parts. Choreography was also learned for many songs.

### **Year 5 & 6 Extension**

The Year 5 & 6 Extension program is such a fantastic initiative which allows students the opportunity to explore and learn the Arts in more depth and at a higher level. It enables and prepares students to audition in high school programs offered to the gifted and talented. The students learn AMEB theory and learn to play instruments at a faster pace that suits their talents. Both year groups created an end of year performance using scripts they had written themselves, sound effects and music chosen by them. The students sang songs, played songs using their instruments and dances were choreographed to be included in the performances also.

## Plans for 2021

The music program will consist of the same elements as 2020. I would like to include more music from other cultures and extend the students' knowledge of instrumentation.

We would like to give the IMSS students more opportunity to play together and perform in front of an audience more. 2021 will see the addition of Brass and Clarinet being offered which is exciting!

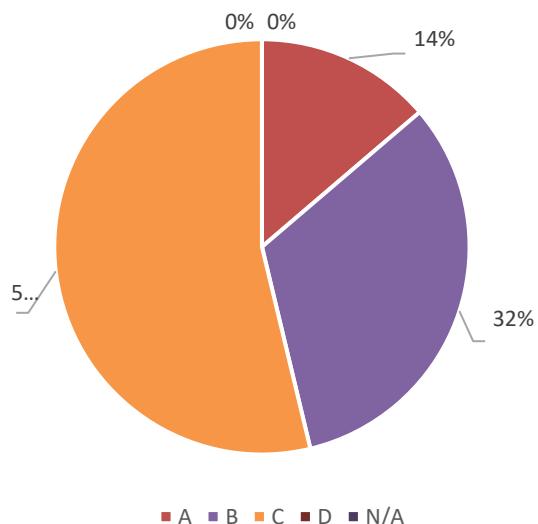
Choir will hopefully see more opportunities to perform such as Assembly gatherings and the One Big Voice festival in August as well as the end of year production.

Wanneroo and Joseph Banks High Schools will be performing for the Primary Students and showcase the programs the schools offer.

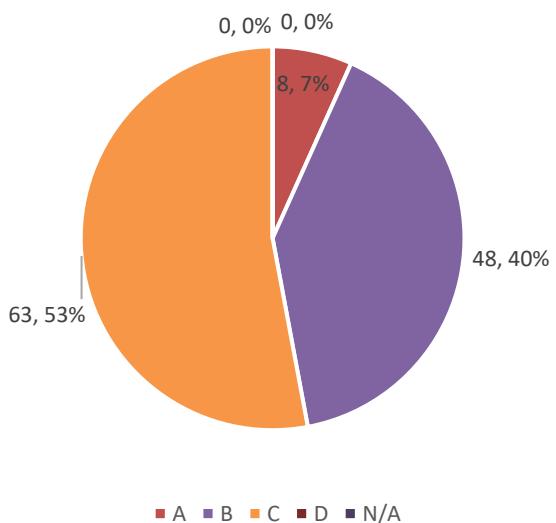
We intend to invite performers from an outside company to perform in front of the students.

2021 is the year for the big "End of Year Production." This is created and performed by the Year 5 and 6 Extension students. The students work hard throughout the year creating, composing and choreographing in preparation for the performances.

Year 5 Music



Year 3 Music



## VISUAL ARTS

### Visual Art Spring Hill Primary School



At Spring Hill Primary School, Visual Art supports students in building resilience, critical thinking and problem solving skills. The aim of our Art program is to encourage students to find solutions when there are challenges, work collaboratively to support each other and build confidence in their own abilities.

Students are exposed to understanding the art process by planning, practicing and producing art for an audience. Their artwork is displayed in the art room, their classroom, library and administration office. To help give our students the skills to become innovative and confident learners, they are exposed to a wide variety of artists and art styles. Our whole school mural was installed on our library wall.

In 2020, students explored production of art through printmaking, painting, drawing and sculpture using a variety of mediums and materials. With the use of clay, students created cactus and succulents plants, pinch pot animals and Christmas decorations. Our Year 6 students brought to life their favourite foods, using ceramic glazes and acrylic paints. Year 3 students created bird sculptures from scrunched up newspaper and paper-mache.

Charter Hall invited us to participate in illustrating a story written by an Aboriginal author. Several classes in Year 2, 3 and 6 participated and during the school holidays their art work was displayed at the Wanneroo Central Shopping Centre for voting. Three winning drawings were chosen to be a part of the book.



Our art extension students in Year 5 and 6 expanded on their art skills by focusing on still life drawings, sculpture and painting. They researched their favourite bird, created a drawing and then produced a 3D form using paper mache. They were challenged to extend their skills in the art element of value by painting a self portrait. Using ICT, they took a "selfie" on the Ipad, converted it to black and white, printed it out and transferred the image onto wood. Using monochrome colour theory (one colour varying in value), they painted their portrait using acrylic paint.



In 2021, students will continue to explore and create art through the themes of Chinese New Year and Australian animals. We will look at some Australian and international artists to inspire our ideas and try new techniques. Our mascot SOAR the Carnaby Cockatoo, will also be an inspiration to our art ideas.



## PHYSICAL & HEALTH EDUCATION

The Sport and Health Departments goal for 2020 was to enhance the quality of our program through maximum exposure and maximum participation. To achieve our goal we introduced students to a wide variety of sports in their Physical Education lessons, before school and after school programs.

Running / Fitness club was a huge success that gave students the opportunity to improve their health and fitness in a safe and fun environment. These sessions were valuable in preparing students for cross country and athletics carnivals at school and interschool level.

Already in 2021 we have seen the results of our Sport Program as 3 of our Cricket teams each won their groups at the interschool cricket carnival and will now represent Spring Hill PS at the regional finals in Term 4. This was achieved through the student's commitment and dedication to training.



The Sport and Health Department modified the layout and dynamics of the Athletics Faction Carnival in term 3. This ensured all students were continually active throughout the day and fully engaged in the carnival experience. Spectators were given more freedom to view their children at the different team game rotations and lower and upper primary race tracks.



Students were provided opportunities to take part in after school sport programs that exposed them to a variety of sporting codes and provided information to join local sports clubs in their area.

In health students were exposed to a wide range of topics in line with the curriculum. These ranged from identifying and preventing bullying situations, safety at home and road safety. Our goal was to provide students access to a library of resources and information to understand and improve their knowledge of each topic.

The Sport and Health Departments goals for 2021 are to further enhance our performances at school and interschool level and continue to improve the first class program that is currently available to students at Spring Hill PS. We look forward to continuing our partnerships with outside coaching and sporting associations as we continue to promote and progress student's health and wellbeing.

## PBS

Spring Hill Primary School has completed its third year as a Positive Behaviour School. Our journey began in 2018 and was the result of current research showing that student engagement was an essential ingredient in effective schools. Increased student engagement is a result of improved student behaviour. By implementing instructional and positive behavioural practises, Spring Hill Primary School is able to work towards the goal of improved academic student success. A key principle of PBS holds that children reach their full academic and social potential when they are taught the knowledge and skills to behave appropriately in all situations. The PBS School Team have designed a framework to teach all children positive behaviours and give them the opportunity to practise these behaviours throughout the school. This has been positively embraced and has changed the culture of the school for the better.



### Behaviour Matrix

The whole-school community has played a role in developing our school's Behaviour Matrix. Each one of the Behaviour Expectations forms a PBS lesson, providing students, staff, and parents with a language and culture to grow the Spring Hill way. **SOAR (Safe, Organised, Aspiring, Respectful)** make up our four Expectations. Under each of these are explicit behaviour expectations. The locations we expect to see these behaviours are inside and outside learning spaces and moving around the school. PBS at Spring Hill Primary School is who we

are. Students and staff are actively involved in learning experiences. Parents and members of the Community have the opportunity to experience PBS every day when they look for opportunities to promote positive behaviour. PBS at Spring Hill is about continued learning and development.



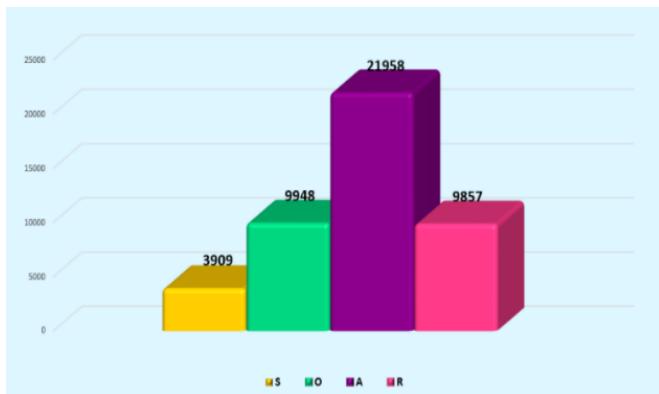
### New initiatives for 2020

This year the PBS team posed the question of 'how can we collect specific, measurable, attainable, relevant, and timely data'. Through vigorous discussions we came up with a new data collection system that would allow for the following mentioned above, as well as instant whole school data. A member of the PBS team worked hard to create an Excel document to capture whole school data, ensuring it was easy for staff to use and was timely. The PBS team began experimenting with the document within their own classrooms and then shared their feedback. The feedback was extremely positive and allowed us to really target set behaviours. Therefore, we decided to introduce this to the staff and encouraged them to have a play around with it. Not long after, staff were feeling confident with how to use it and were finding it very useful to track their own classroom behaviour. As a school we continue to use this, however there have been ongoing formatting complications with the

document, therefore it is affecting the collection of data and the way teachers are using it. This is impacting our future planning of behaviours, therefore our plan going forward is to perfect this document, making it easy for staff to use and ensuring the main purpose of data being collected, analysed and acted on is our focus. Furthermore, conversations regarding using a pre made data collection tool is what we are working towards.

### Behaviour Data

In 2020 a significant amount of data was collected and used to inform future planning and teaching of behaviours. The below data is the summary of the year. As you can see aspiring is the behaviour most demonstrated, which correlates to what has been heavily focused on throughout the year. Through assessing the data and the feedback from staff, it is evident that we need to focus more on respectful behaviours.



### Summary by Cohorts

Years	S	O	A	R	Gotcha	Total
1/2	253	1434	1884	911	30	4482
3/4	357	1018	2250	1233	49	4858
5/6	3059	6287	14873	6641	181	30860
k/pp	357	1018	2250	1233	49	4858



### Summary by Year Level

Year	S	O	A	R	Gotcha	Total
K	109	557	742	409	43	1817
PP	87	797	1015	367	18	2266
1	166	637	869	544	12	2216
2	2	45	59	37	3	143
3	355	973	2191	1196	46	4715
4	1938	3663	7260	3374	106	16235
5	1121	2624	7613	3267	75	14625
6	131	652	2209	663	53	3655

## Attendance

The trend over the years is encouraging, notably Semester 2, 2020 had the highest rate of overall attendance in the past 4 years. It is also very pleasing to note that unauthorised absences have fallen from 23% in 2017 to 14% in 2020.

These targets are below our aspirational targets of 96% attendance and 10% unauthorised absences.

### Attendance Summary – Semester 2, 2017-2020

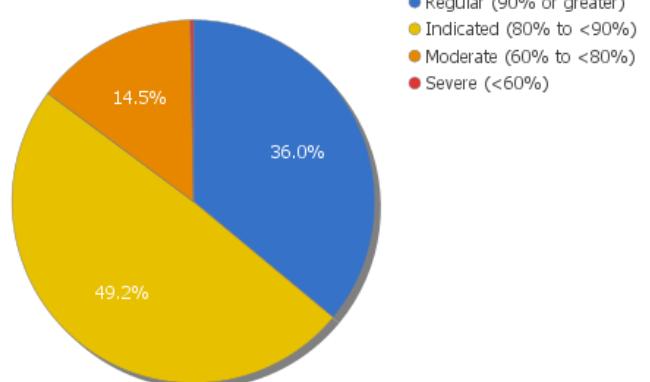
Year	Overall Attendance Rate	Authorised Absences	Unauthorised Absences
2020	94.2%	86%	14%
2019	93.8%	89%	11%
2018	92.7%	89%	11%
2017	93.1%	77%	23%

2020 provided our school with significant challenges in the area of attendance due to COVID 19 and the data suggest that we met these challenges effectively.

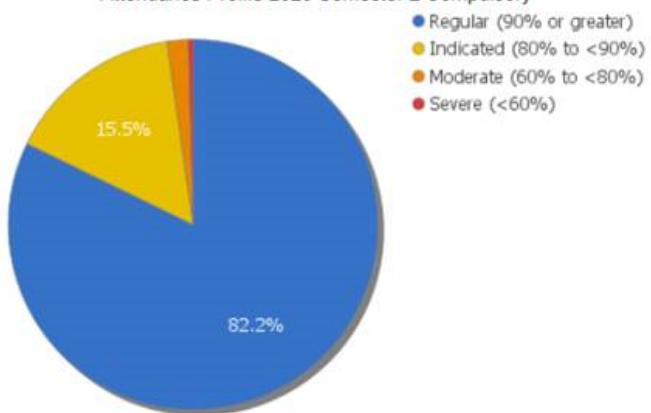
We had more than 80% of our students attend school on a regular basis (90% or greater) in Semester 2 and only 3 students from nearly 800 who are considered to be at severe risk.

Semester 1's data is to be interpreted through the impact of COVID 19 on our day to day lives.

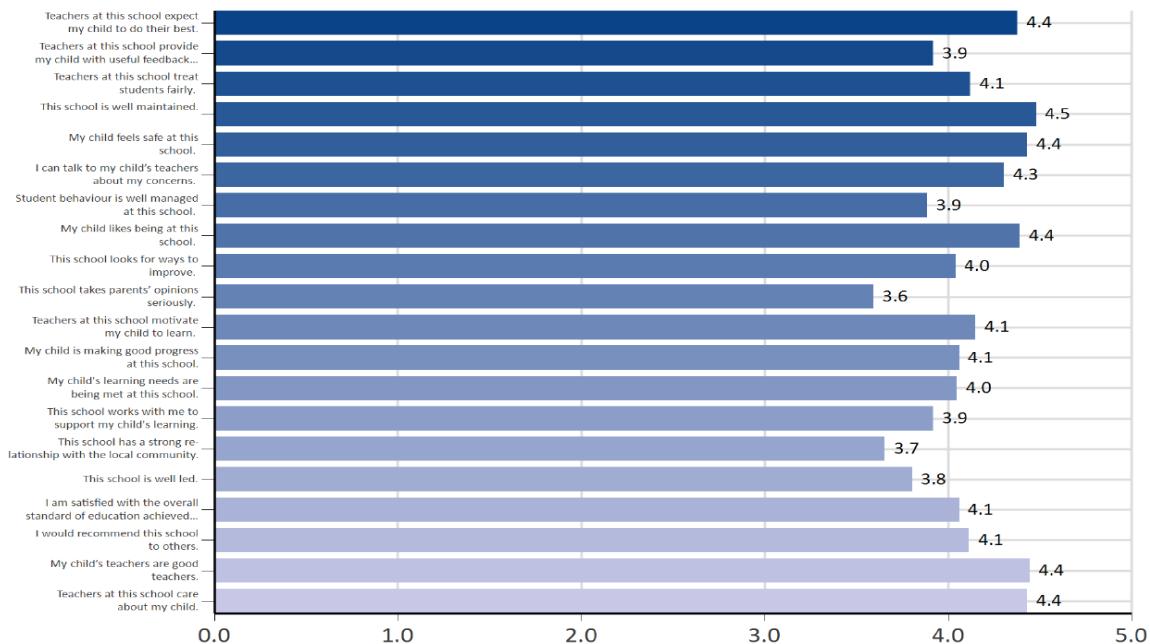
Attendance Profile 2020 Semester 1 Compulsory



Attendance Profile 2020 Semester 2 Compulsory



# Parent Survey



In our Business Plan 2018 - 2021 we made a clear commitment to increase the number of parents who would choose to participate in the National Schools Opinion Survey.

We have achieved some success in this area with participation numbers showing an encouraging trend as exemplified in the numbers presented in the table below.

Year	2016	2018	2020
No. of Responses	30	65	148

Those who completed the survey are happy with our school. We have zero responses that are below 3.5, where a score of 3 indicates a neutral opinion.

## Highest Ratings (Top Two (2) Scores)

- The school is well maintained (4.5)
- My child feels safe at this school (4.4)
- My child likes being at this school (4.4)
- Teachers at this school expect my child to do their best (4.4)

- My child's teachers are good teachers (4.4)
- Teachers at this school care about my child (4.4)

## Lowest ratings (Bottom Two (2) Scores)

- This school takes parents' opinions seriously (3.6)
- The school has a strong relationship with the local community (3.7)

Strategic initiative 3 in our Business Plan 2018 – 2021 is Building strong and sustainable partnerships, this aspect of the plan was seriously compromised by the COVID pandemic.

Our plan in 2021 is to refocus our efforts in this area by

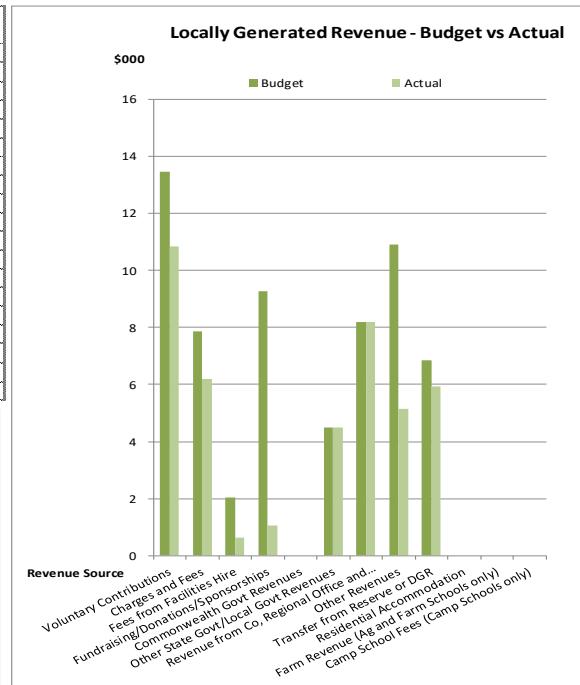
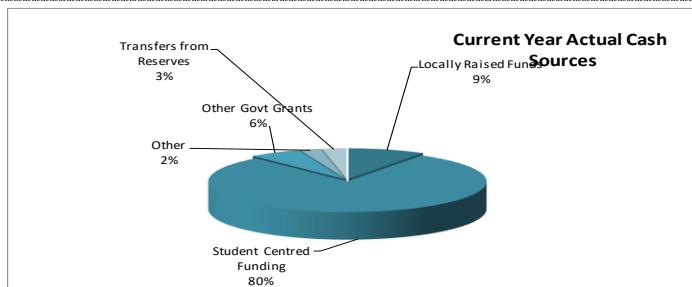
- Introducing a one stop shop digital communication and management system
- Providing opportunities for parents and carers to participate in learning forums in the areas of English and Mathematics
- Embed open classrooms for parents in our school activities

# Financial Summary

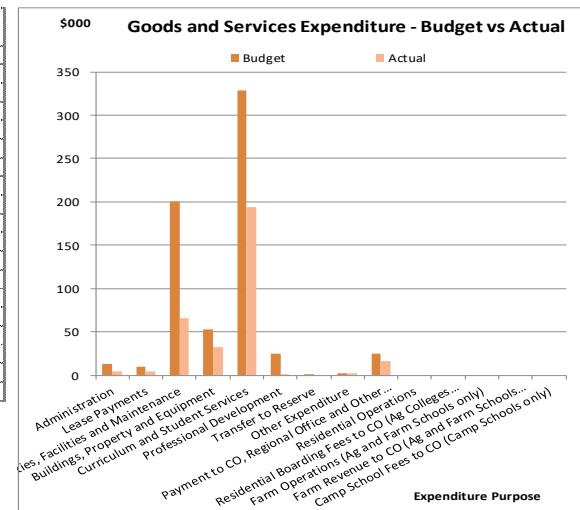
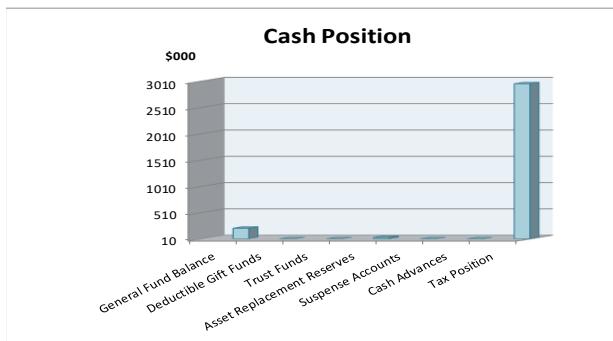


## Spring Hill Primary School Financial Summary as at 26 March 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1 Voluntary Contributions		\$ 13,465.00	\$ 10,840.00
2 Charges and Fees		\$ 7,872.00	\$ 6,199.63
3 Fees from Facilities Hire		\$ 2,040.00	\$ 620.00
4 Fundraising/Donations/Sponsorships		\$ 9,270.00	\$ 1,051.21
5 Commonwealth Govt Revenues		\$ -	\$ -
6 Other State Govt/Local Govt Revenues		\$ 4,500.00	\$ 4,500.00
7 Revenue from Co, Regional Office and Other Schools		\$ 8,193.00	\$ 8,193.29
8 Other Revenues		\$ 10,904.00	\$ 5,137.62
9 Transfer from Reserve or DGR		\$ 6,850.00	\$ 5,946.18
10 Residential Accommodation		\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)		\$ -	\$ -
12 Camp School Fees (Camp Schools only)		\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 63,094.00</b>	<b>\$ 42,487.93</b>
<b>Opening Balance</b>		<b>\$ 323,988.30</b>	<b>\$ 323,988.30</b>
<b>Student Centred Funding</b>		<b>\$ 281,668.57</b>	<b>\$ 165,693.47</b>
<b>Total Cash Funds Available</b>		<b>\$ 668,750.87</b>	<b>\$ 532,169.70</b>
<b>Total Salary Allocation</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>		<b>\$ 668,750.87</b>	<b>\$ 532,169.70</b>



Expenditure - Cash and Salary		Budget	Actual
1 Administration		\$ 12,910.00	\$ 3,970.37
2 Lease Payments		\$ 10,096.00	\$ 4,661.40
3 Utilities, Facilities and Maintenance		\$ 200,372.00	\$ 65,538.25
4 Buildings, Property and Equipment		\$ 52,860.00	\$ 32,822.32
5 Curriculum and Student Services		\$ 327,969.28	\$ 194,045.26
6 Professional Development		\$ 25,000.00	\$ 675.00
7 Transfer to Reserve		\$ 1,000.00	\$ -
8 Other Expenditure		\$ 1,832.00	\$ 1,979.09
9 Payment to CO, Regional Office and Other Schools		\$ 24,800.00	\$ 16,485.00
10 Residential Operations		\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)		\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)		\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)		\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)		\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>		<b>\$ 656,839.28</b>	<b>\$ 320,176.69</b>
<b>Cash Budget Variance</b>		<b>\$ 11,911.59</b>	



Cash Position as at:	
Bank Balance	\$ 3,205,094.66
Made up of:	\$ -
1 General Fund Balance	\$ 211,993.01
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 35,793.77
5 Suspense Accounts	\$ (1,086.74)
6 Cash Advances	\$ (300.00)
7 Tax Position	\$ 2,958,694.62
<b>Total Bank Balance</b>	<b>\$ 3,205,094.66</b>

## 2020 Highlights

### COVID 19 – Teacher Thank You

The SHPS P & C ran a fundraiser to purchase staff a coffee in recognition for their efforts during the initial COVID 19 Pandemic. The P & C raised enough money to purchase coffees, cakes and lunch for the staff.



### Social Media

A school Facebook page was created to convey to our wider community positive messages and support triumphs at SHPS. Followers reaching over 500.

### Compass Communication Platform

With the challenges of COVID-19 and the possibility of online learning our communication platforms were reviewed. Parents who had previously not been connected to any platform were onboarded to receive information.

The platforms of Connect, Skoolbag and classroom specific applications were reviewed and a commitment was made to purchase Compass Education, an app that is a one stop shop for the needs of SHPS.

The purpose of Compass is to have an effective and easily accessible platform that is user friendly while being time saving and teacher supportive in real time, with live data. It was rolled out Semester 2, with teaching staff being onboarded, and looking to onboard parents in 2021.