

2020 Annual Report to The School Community



School Name: Bairnsdale West Primary School (4725)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 07 May 2021 at 03:40 PM by Douglas Vickers (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 May 2021 at 10:22 AM by Johanna Cunningham (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Bairnsdale West Primary School has a school motto of 'a caring, learning community'. Our motto is an ongoing motivation and standard for all involved in the community - students, parents, staff and friends of the school. Our motto guides our practice with school council, parents and friends, staff and leadership. Bairnsdale West Primary School has approximately 300 students who are drawn from the local area as well as from further afield. A large number of our students are not from our 'school zone' but parents have chosen Bairnsdale West Primary School as their 'school of choice' and state that they wish to be part of our 'caring, learning community'. We have a diverse population and all individuals and groups are valued and respected.

Framework for Improving Student Outcomes (FISO)

Bairnsdale West Primary School continues to focus on the positive learning for all students. This ongoing focus is supported by the Highly Effective Learning Strategies (HELs), Effective Teaching Framework, Explicit Teaching and the integration of subjects and subject matter. The school structures and organisation provide strong links between education and wellbeing with positive relationships between the school and the home, highly valued at Bairnsdale West Primary School. The three school expectations are emphasised and supported on a regular basis to further support the ongoing development of students and staff. “*Be safe and thoughtful *Respect everyone and everything *Help others to be better” Our school has 15 classes and classroom teachers provide a targeted teaching and learning program within a positive learning environment. Our school 'Beliefs and Values' are important to all staff members and are the cornerstone of our school culture with students as “the primary consideration in all decision making.” The result from the Parent Opinion Survey and the Staff Opinion Survey confirmed strong links and satisfaction with the operations and achievements of our school in 2020.

Achievement

2020 was a very different year due to COVID 19 and the associated school closures and remote learning. The staff of Bairnsdale West worked co-operatively to provide meaningful learning experiences for students during remote learning which involved the provision of individualised “hard copy packs” as well as digital programs and teaching. The school provided a comprehensive report for all students at the end of the year and it was pleasing to note the development of learning from most students. At no time do we think that “remote learning” is a replacement for “face to face” teaching so hence achievement levels were affected. Our school “Assessment Schedule” along with regular observations and discussions ensured that the data for students was informed and accurate in teacher judgements.

Engagement

At the beginning of the COVID-19 outbreak the staff were all committed to make regular contact with students and families and to support them with dialogue, foods, electronic devices and follow-up. Most of our students and families had regular contact with staff due to the commitment and drive from the staff to be available and supportive. Following the ‘remote learning’ period the students, staff and families were extremely happy to return to school and our community. Although the guidelines restricted involvement and movement of visitors it was pleasing that

parents/carers and members of our community were able to meet outside classrooms and around the school. Our School Council continued to operate effectively due to their commitment and care for the governance of our school and for the wellbeing of the community.
It was pleasing to have a 'remote' School Concert and a rich and enjoyable Grade 6 Graduation event.

Wellbeing

As previously noted our school motto was extremely valuable and evident during 2020 – “a caring, learning community” With a focus on listening by staff we were able to support and adjust plans to ensure that the needs and circumstances of students and families were well understood.

Staff displayed great interest and care for each other during 2020 and these qualities and behaviors were beneficial to all members of our community.

The information gained from A.T.S.S showed that our students (BWPS) exceed the levels of “similar schools” and the State Average.

The efforts and commitment of all staff to engage with students and families was greatly appreciated by families and our whole community.

The staff worked closely together to connect with each other and to acknowledge the different circumstances of each other.

Although 2020 provided some obstacles and challenges in regards to organisational matters, the input and goodwill from staff, students and families ensured that there were many positive interactions and outcomes for our school community

Financial performance and position

Bairnsdale West Primary School has a small surplus due to efficient budget planning and monitoring. The 'equity funding' contributes towards the programming and staffing for our school to provide 'a caring, learning' environment for all. Bairnsdale West Primary School has an informed and knowledgeable Finance and Risk Sub Committee, which supports the understanding and implementation of budgeting and expenditure processes. Our Finance and Risk Sub Committee are well informed due to the practices of the administration of our school and the belief that we should collectively know and understand our financial situation, which includes funding streams and expenditure.

With additional funds from Bushfire Recovery, Department of Education (electronic devices & cleaning) and State Schools Relief, we were able to be proactive and effective in providing additional support for students, families and staff.

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 310 students were enrolled at this school in 2020, 142 female and 168 male.

5 percent of students had English as an additional language and 27 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

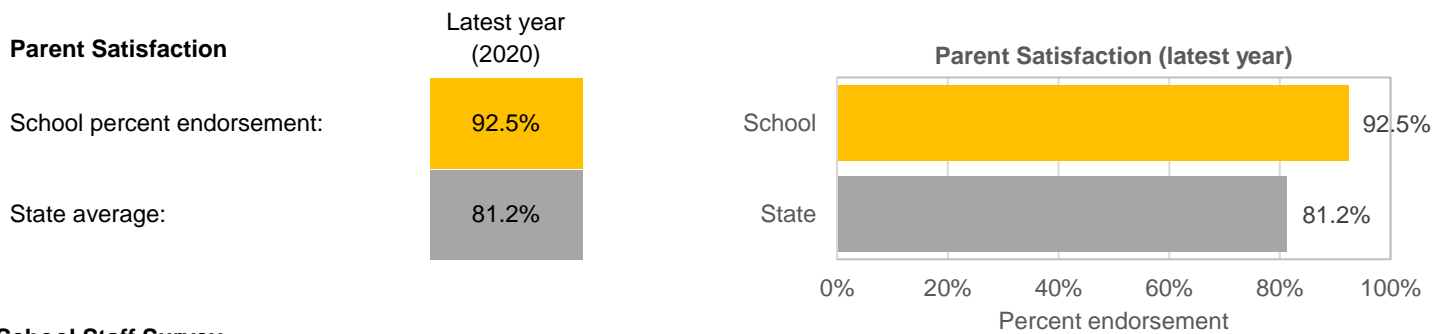
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

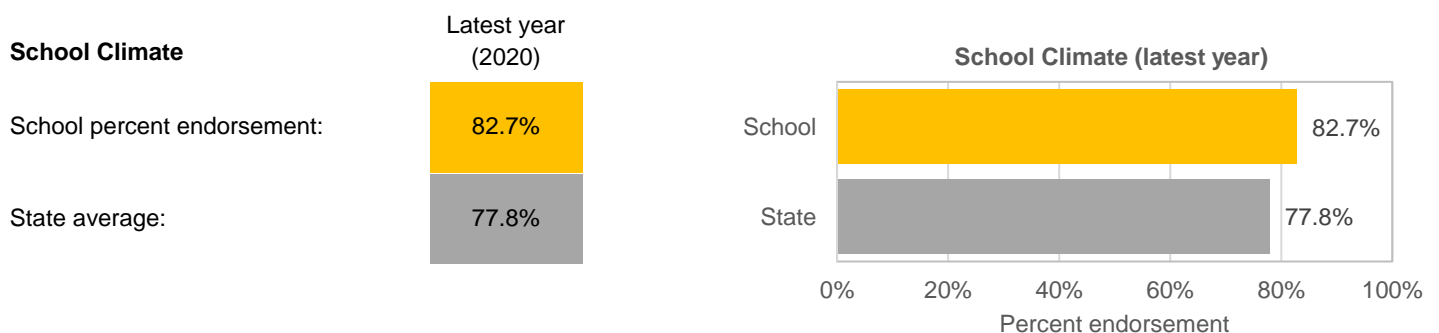


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

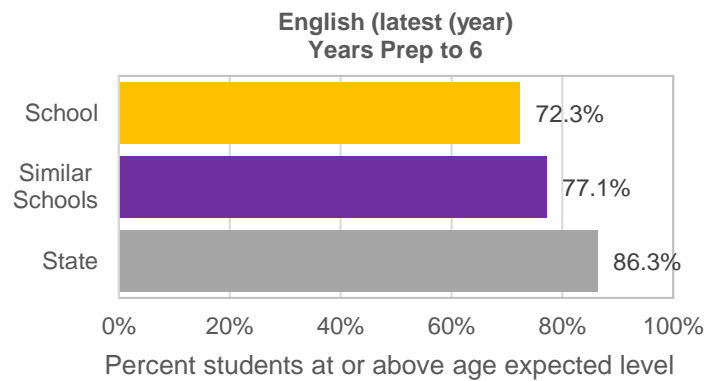
72.3%

Similar Schools average:

77.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

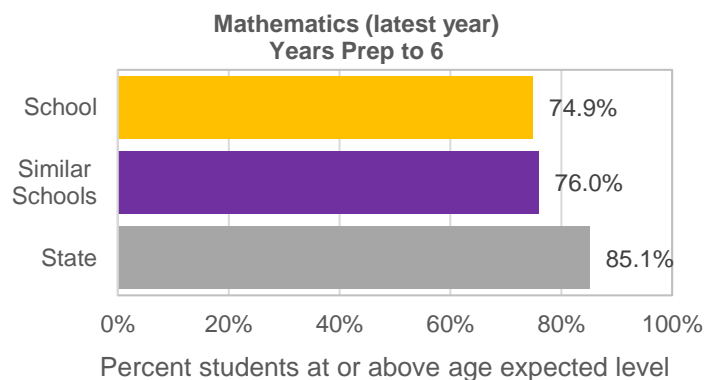
74.9%

Similar Schools average:

76.0%

State average:

85.1%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

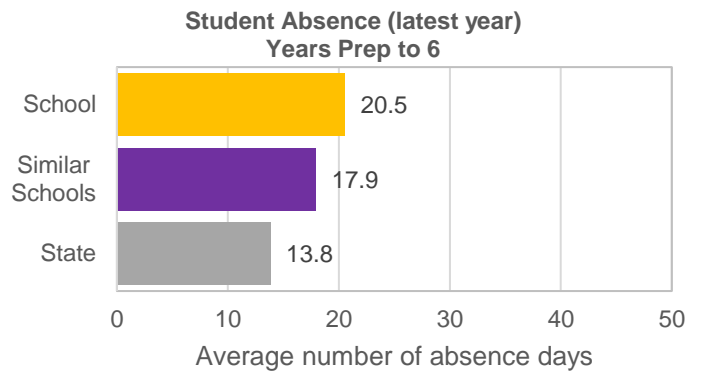
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.5	25.8
Similar Schools average:	17.9	17.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	87%	88%	89%	90%	88%	93%

WELLBEING

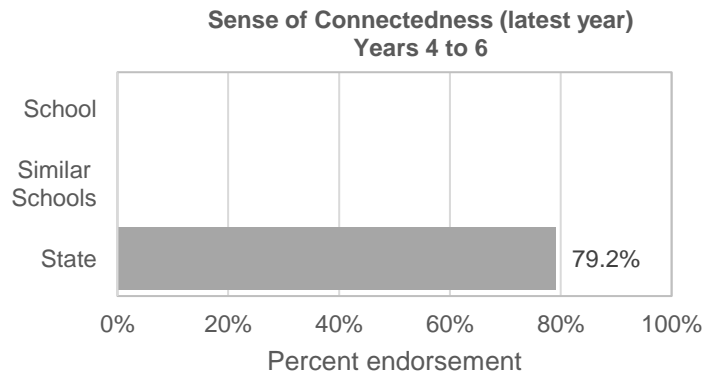
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.2%
Similar Schools average:	NDP	80.2%
State average:	79.2%	81.0%



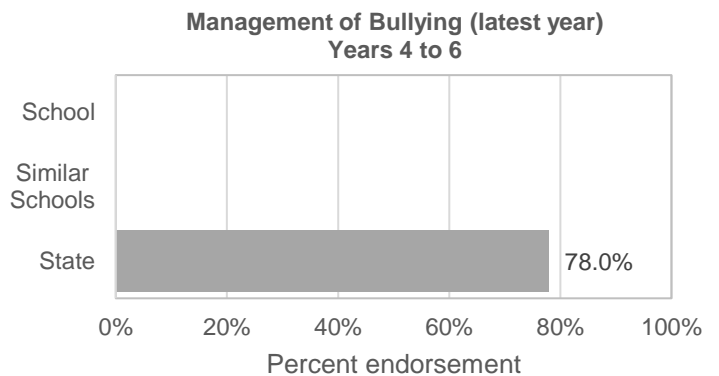
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.9%
Similar Schools average:	NDP	81.1%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,322,575
Government Provided DET Grants	\$1,208,512
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$10,838
Locally Raised Funds	\$228,523
Capital Grants	NDA
Total Operating Revenue	\$5,770,448

Equity ¹	Actual
Equity (Social Disadvantage)	\$878,816
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$878,816

Expenditure	Actual
Student Resource Package ²	\$3,701,462
Adjustments	NDA
Books & Publications	\$8,469
Camps/Excursions/Activities	\$52,685
Communication Costs	\$6,763
Consumables	\$89,426
Miscellaneous Expense ³	\$8,531
Professional Development	\$10,007
Equipment/Maintenance/Hire	\$63,871
Property Services	\$100,096
Salaries & Allowances ⁴	\$474,306
Support Services	\$38,297
Trading & Fundraising	\$26,218
Motor Vehicle Expenses	\$4,508
Travel & Subsistence	NDA
Utilities	\$38,419
Total Operating Expenditure	\$4,623,057
Net Operating Surplus/-Deficit	\$1,147,390
Asset Acquisitions	\$247,802

(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 06 May 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$606,895
Official Account	\$2,579
Other Accounts	NDA
Total Funds Available	\$609,474

Financial Commitments	Actual
Operating Reserve	\$147,487
Other Recurrent Expenditure	\$18,857
Provision Accounts	\$12,674
Funds Received in Advance	\$94,958
School Based Programs	\$195,596
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$14,694
Repayable to the Department	\$7,623
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$55,000
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$55,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$676,890

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.