

2022 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 of the previous calendar year 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 05 April 2023 at 03:13 PM by Douglas Vickers (Principal)

- This 2022 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 05 April 2023 at 04:06 PM by Johanna Cunningham (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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

School context

Bairnsdale West Primary School is located in the city of Bairnsdale in East Gippsland, approximately 280km East of Melbourne CBD.

Our school grounds and facilities include well-grassed areas and a hall which is of full size basketball court proportions.

Bairnsdale West Primary School has had a large increase in enrolments over the past 5 years and is now near capacity with our current buildings. Bairnsdale West has a rich and diverse student population and the school supports all students across the academic, social and emotional spectrums. We continue to be thanked for our commitment to develop meaningful relationships and connections with all students and families.

In 2022, we had an enrolment of 320 students. Our staffing profile includes Specialist Teachers in the areas of Performing Arts, Visual Arts, Science and Physical Education. We have 2 Assistant Principals and 6 Leading Teachers/Learning Specialists. We had 15 classrooms in 2022, which was made up of 6 junior grades, 4 middle grades and 5 senior grades.

At Bairnsdale West Primary School students are the primary consideration in all decision-making. Our commitment and resources are focused on all students achieving to their maximum potential. We do this through our commitment to a shared culture of learning that provides social, physical, emotional, academic, and spiritual growth for all of our students.

In 2022, Bairnsdale West Primary School enjoyed a very positive year for students, staff and families. With less interruptions to schooling due to COVID it was pleasing to be able to connect with students and community on a daily basis which meant improved outcomes and wellbeing. The commitment of staff and families to communicate effectively, strongly supported a positive environment and this was reflected in Parent Opinion Surveys, Student Surveys and Staff Surveys. Our staff are greatly appreciated by students, families and their peers due to their collective and individual commitment to support the learning and wellbeing of all students.

Our school vision list is prominently displayed in our school and this was endorsed at school council as being relevant and purposeful. Our vision is:

Bairnsdale West Primary School continually strives to create a high-quality learning environment that prepares all students to engage successfully in the global community.

This vision is underpinned by our six school values:

- Respect
- Honest
- Inclusiveness
- Effective Communication
- Enjoyment and Humour
- Teamwork and Co-operation

Our school motto of a 'caring, learning community' is witnessed everyday, as is the school expectation for students and staff to 'help others to be better'.

Progress towards strategic goals, student outcomes and student engagement

Learning

All teachers at Bairnsdale West Primary School have a strong knowledge of the curriculum and work collectively to improve their practice and outcomes for students. Our assessment schedule is broad and provides a clear picture of the achievements of students.

Mathematical Thinking was a continued focus for 2022. The engagement of students in their learning was very positive and further highlighted the negative impact of 'home schooling' in this area due to the limitations of access and the opportunity to discuss their thinking. This is reflected in the Teacher Judgement data for Mathematics at the end of 2022, particularly in Number and Algebra, where the percentage of students (Years 1-6) achieving at or above expected growth was 74%, compared with the result in 2021 (57%) after 2 years of lockdown and home learning.

The NAPLAN results also provided a snapshot of student achievement. As a school we do not focus on 'getting the students ready' for NAPLAN other than being aware of the format of the tests which is quite foreign to them. We feel that it is important to teach explicitly each day, with planning to incorporate the different needs and levels of all students.

As per our Annual Implementation Plan we measure and monitor the growth of students from a variety of sources which are set out in our Assessment Schedule.

The Attitudes to School Survey results were positive, however a review from staff was that the questions confused our students and it was agreed to clarify this in future surveys.

Staff noticed that the engagement and routines of the school were back to 'normal' in the latter part of the year and hence the learning was positive. Our Parent survey results continue to be extremely positive and does reinforce our ongoing commitment to our school motto – “a caring, learning community”. The Parent Opinion Survey (POS) also highlighted this, with 92% of responses positively endorsing Student cognitive engagement, compared to the state average at 78%.

Wellbeing

The ongoing commitment of all staff to support the wellbeing of students, families and each other is on display everyday. The wellbeing model at Bairnsdale West Primary School places the classroom teacher as the 'key person' in this space, along with other staff being committed to listening and developing positive relationships.

As a school we strongly emphasis and report on the Personal and Social Development of all students. Respectful Relationships is understood and delivered across all levels of the school, supporting this development and attitudes of all.

Students responded positively in the Attitudes to School Survey (AtoSS) across several factors in related to Wellbeing and connectedness at school, including:

- Peer relationships: 82%
- Self-regulation and goal setting: 80%
- Sense of inclusion: 88%

Inclusiveness is not just a word at Bairnsdale West Primary School but an expectation of all members of our community to respect, learn and behave in a fair and supportive way. Within the staff, classrooms and community we challenge stereotypes, racism and any behaviours that are not respectful. Our Parent Opinion Survey (POS) and AtoSS data in the demonstrate the effort and focus on creating a safe and inclusive environment at school. The percentage of positive endorsement to all three factors are above but similar schools and State averages.

Survey	Factor	Bairnsdale West PS	Similar schools average	State Average
AtoSS	Advocate at school	88%	87%	86%
	Managing Bullying	81%	79%	76%
	Respect for diversity	86%	81%	79%
POS	Managing bullying	86%	79%	78%
	Not experiencing bullying	76%	68%	66%
	Promoting positive behaviour	97%	87%	85%
	Respect for diversity	96%	88%	86%

Bairnsdale West continued to learn and lead in regards to the 'real history' of Australia with an emphasis on the local area and we were pleased to be guided and supported by Dr Doris Paton, community members and Gunaikurnai agencies such as GLAWAC.

Engagement

Attendance for most of our students and families was positive, however we had a number of students who had become disengaged and hence absent for large numbers of days. We continue to support attendance through transport options, welcoming classrooms and the ongoing development of positive relationships. At each assembly we acknowledge and celebrate school attendance and this activity is certainly well received by students and staff.

All class teachers are active in following up with parents in regard to any absences and this supports the positive links between the school and the home. In addition to the above we encourage all students to come to school each day even if they are a bit late as it is positive to be at school rather than stay at home for the full day.

Another negative factor in regards to attendance is inclement weather as a number of our families do not have vehicles to drive their children on such days.

We continued to receive 'transferring' enrolments from other schools and often these students and families had not experienced positive school environment or success. With our commitment to being a safe and comfortable place for all students, we experienced some success in 2022 and have noticed more improvement in the early part of 2023.

Financial performance

Bairnsdale West Primary School has a small surplus of funds due to efficient planning and monitoring and unfortunately due to the difficulty in employing more teachers. Although we have had competent teachers in all classes we continued to seek additional staff to maximise the learning of students through increased support from leadership staff.

The changes to the government policy in regards to Student Requisites and Swimming payments had a negative effect on our finances and we expect this to be further exacerbated in the future.

The support of our families to financially support the school was good, however there are increasing numbers of our community who are experiencing financial difficulty with our community.

At the end of the year Mark Hopley resigned from his position on the Finance and Risk Sub Committee after a long and positive association with Bairnsdale West Primary School. Mark has been School Council President and his involvement has been for over 20 years which is a phenomenal record of service

For more detailed information regarding our school please visit our website at
<http://www.bwestps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 320 students were enrolled at this school in 2022, 147 female and 173 male.

4 percent of students had English as an additional language and 24 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).

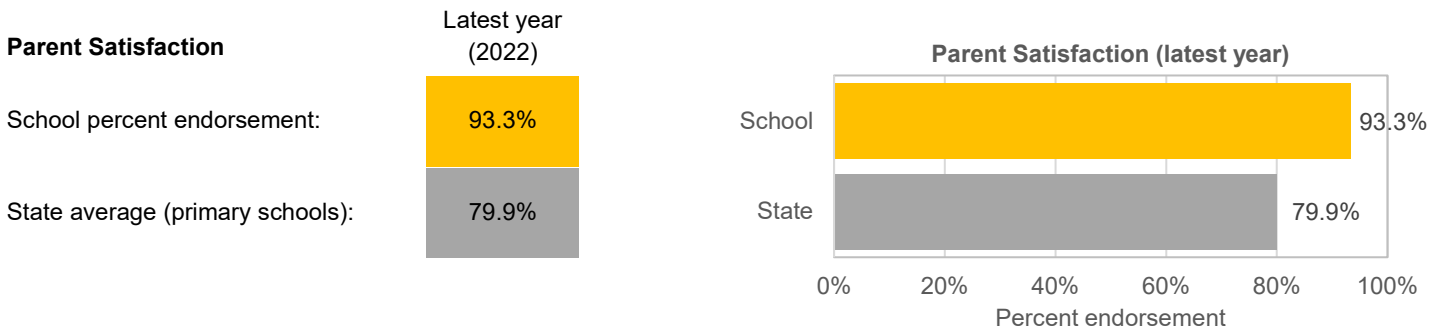
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

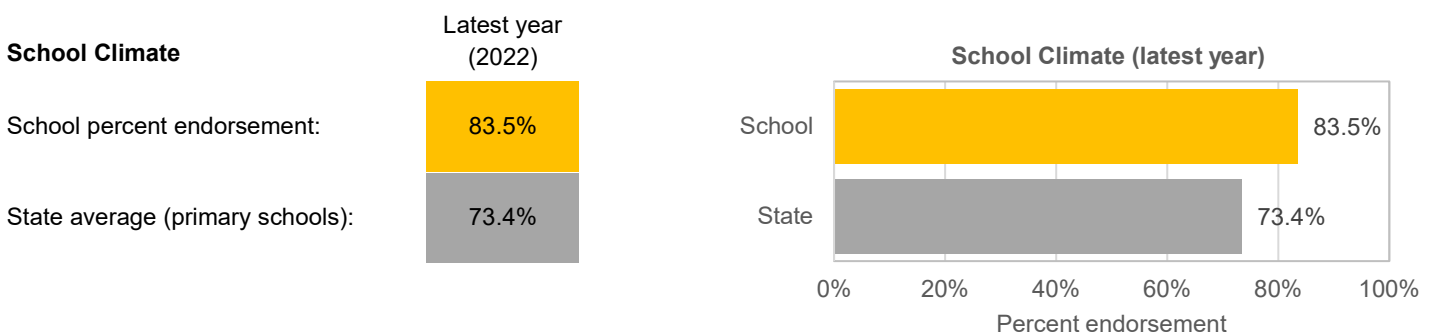


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

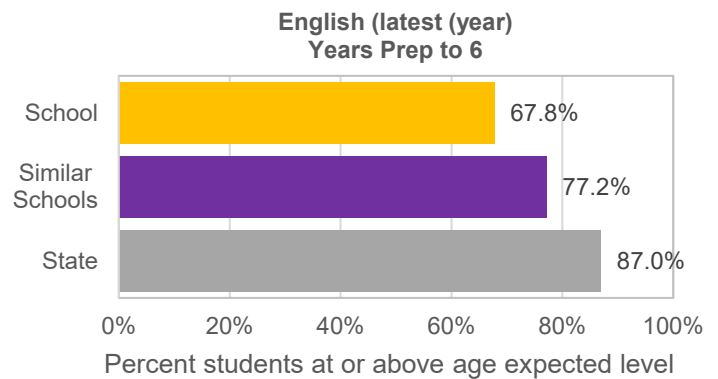
67.8%

Similar Schools average:

77.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

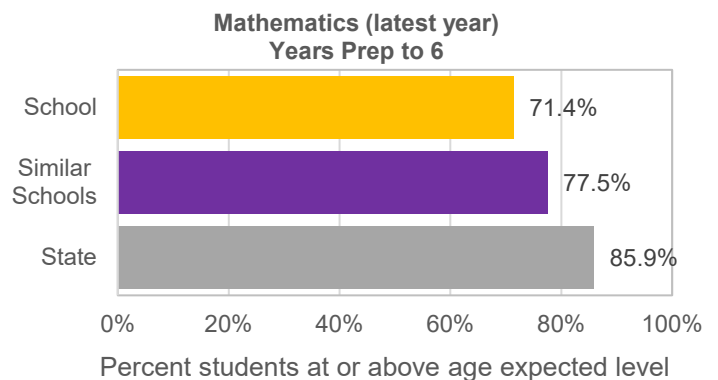
71.4%

Similar Schools average:

77.5%

State average:

85.9%



LEARNING (continued)

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

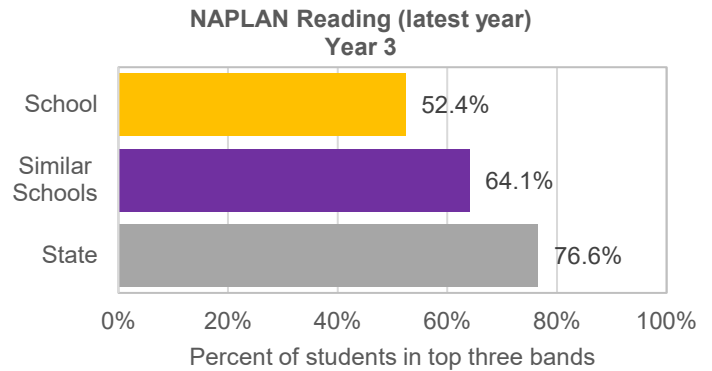
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

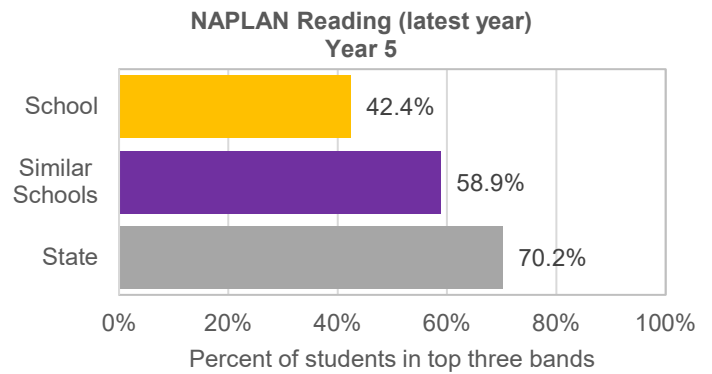
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.4%	58.8%
Similar Schools average:	64.1%	64.4%
State average:	76.6%	76.6%



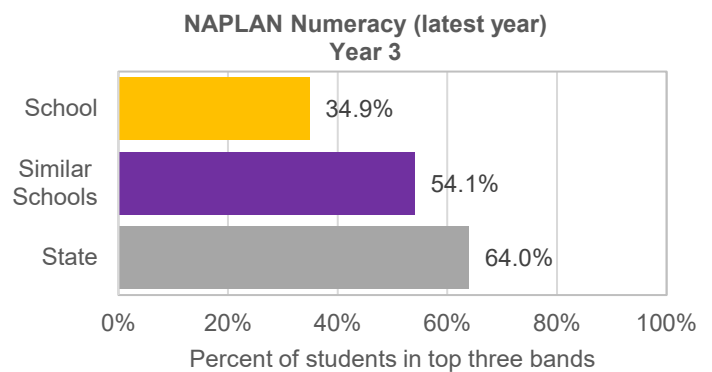
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.4%	54.3%
Similar Schools average:	58.9%	60.3%
State average:	70.2%	69.5%



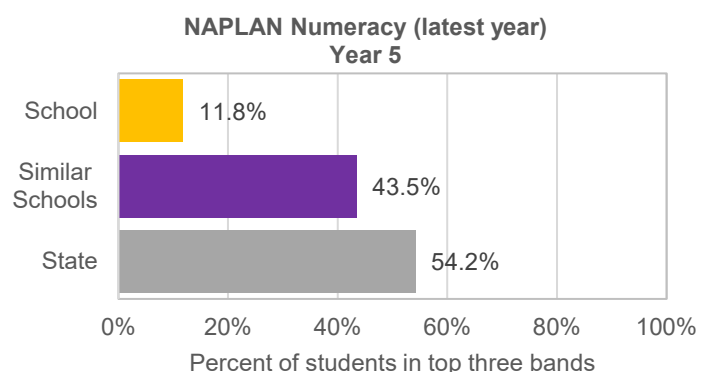
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.9%	39.4%
Similar Schools average:	54.1%	55.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	11.8%	46.7%
Similar Schools average:	43.5%	49.8%
State average:	54.2%	58.8%



WELLBEING

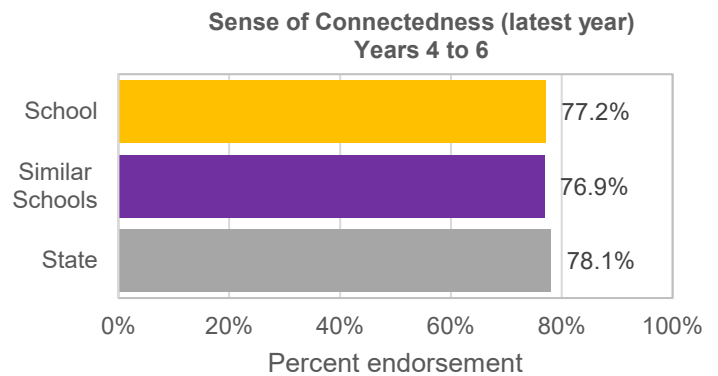
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	77.2%	83.3%
Similar Schools average:	76.9%	78.2%
State average:	78.1%	79.5%

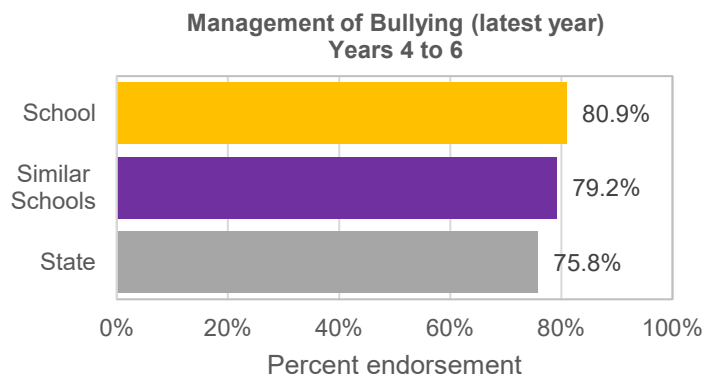


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	80.9%	86.8%
Similar Schools average:	79.2%	79.9%
State average:	75.8%	78.3%



ENGAGEMENT

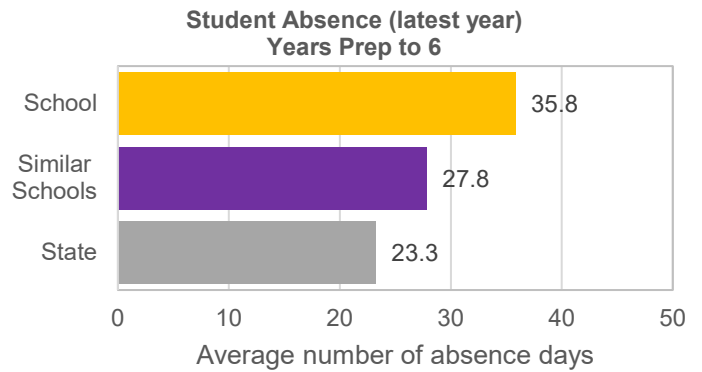
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	35.8	28.6
Similar Schools average:	27.8	21.0
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	81%	85%	83%	81%	80%	81%	82%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,678,388
Government Provided DET Grants	\$910,490
Government Grants Commonwealth	\$80,300
Government Grants State	\$0
Revenue Other	\$22,985
Locally Raised Funds	\$173,809
Capital Grants	\$18,252
Total Operating Revenue	\$5,884,225

Equity ¹	Actual
Equity (Social Disadvantage)	\$901,442
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$901,442

Expenditure	Actual
Student Resource Package ²	\$4,154,227
Adjustments	\$0
Books & Publications	\$11,367
Camps/Excursions/Activities	\$103,367
Communication Costs	\$3,570
Consumables	\$72,878
Miscellaneous Expense ³	\$11,537
Professional Development	\$11,553
Equipment/Maintenance/Hire	\$76,221
Property Services	\$163,848
Salaries & Allowances ⁴	\$621,426
Support Services	\$37,006
Trading & Fundraising	\$50,348
Motor Vehicle Expenses	\$6,252
Travel & Subsistence	\$0
Utilities	\$36,496
Total Operating Expenditure	\$5,360,095
Net Operating Surplus/-Deficit	\$505,878
Asset Acquisitions	\$140,888

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$636,630
Official Account	\$6,141
Other Accounts	\$0
Total Funds Available	\$642,771

Financial Commitments	Actual
Operating Reserve	\$182,071
Other Recurrent Expenditure	\$12,370
Provision Accounts	\$9,709
Funds Received in Advance	\$22,743
School Based Programs	\$212,251
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,302
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$543,445

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.