

2015 Annual Report to the School Community

Buxton Primary School

School Number: 1669



Name of School Principal:

Rick Scott

Name of School Council President:

Katie Gelbert

Date of Endorsement:

18/04/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.



Education
and Training

Buxton Primary School

About Our School

School Context

Buxton Primary School was established in 1875 and continues to be an important part of the Buxton community. It is situated at the foot of the Cathedral Range in the Acheron Valley within the Shire of Murrindindi. The school is located on Maroondah Highway on two hectares, which has Land for Wildlife status. The grounds are spacious and well equipped with playground apparatus, asphalt games court, oval and established garden beds. The grounds contain shrubs and trees, a natural bush area and vegetable patch, orchard and chicken coop. In 2011, the administration and staff amenities were refurbished during an upgrade of the original school building. A new standalone BER building was completed in 2012, providing twenty-first century learning spaces for all students, along with teacher administration facilities. Early in 2015, an old school building was renovated and transformed into an environmental science facility.

Student enrolments in 2015 were 29. These students worked in 2 groups: F – Yr. 2 class of 13 and Yr. 3 – 6 class of 16. The SFO was 0.5000, just under the statewide median of 0.5135. There were 2.3 EFT teachers, including Indonesian and specialist Numeracy, and 0.8 EFT Education Support staff providing business management and learning support.

Buxton Primary School implements the AusVELS curriculum from the Foundation Year to Year 6, including Indonesian Language. Classroom library lessons are provided by a MARC van and Art lessons by a MACC van on a week-about rotation. Learning and teaching is supported by digital technologies, including interactive whiteboards and 1-to-1 mobile devices. The school is well supported by parent and community members who assist with the reading program and provide specialist music teaching for Year 2 – 6 students, who learn to play steel pans, and an active Science Club. There is a rich and diverse excursion, excursion and co-curricular program, which included cross-country skiing. Students also have access to after school and in-school Sporting Schools program funded by the Australian Sport Commission.

Buxton PS is a Resource Smart School, committed to enhancing and supporting biodiversity through a range of programs that strengthen links within the school and wider community. Students are engaged in projects that are genuinely student owned, and which develop the school community - including projects based around the school garden and landscape restoration. Students actively participate in Zoos Victoria and Greening Australia programs designed to raise awareness and educate the community about environmental issues and to promote sustainable practices. An integrated curriculum has been developed, promoting meaningful learning experiences around the school food gardens and natural resources.

The Kids Teaching Kids and Love Your Locals programs are used as avenues through which student leadership can be promoted in a real manner which impacts on the local and wider community, raising awareness of and working within campaigns to fight the extinction of Victoria's emblematic fauna. Students run events and share their stories at forums outside the school community, educating other students, teachers and community members. The school has a Junior School Council and provides for other diverse student leadership roles. Students are active in raising money for charitable causes.

A new mission statement and associated school goals (Respect, Perseverance, Responsibility, Honesty and Fun) were framed at a community forum in 2014, to underpin relationships between all stakeholders in the school and to determine future direction of school activities.

Students, parents and staff have developed a unique school that places an emphasis on community and puts the students at the very heart of every decision. The distinctive culture of the school, its relationship with the local community, its strength in supporting student wellbeing and its wide variety programs ensure that Buxton Primary School remains vibrant and relevant.

Achievement

Teacher judgment results against AusVels in both English and Numeracy are similar to those achieved by schools with similar student characteristics (in terms of the percentage of students rated as C or above). NAPLAN results for both Year 3 and Year 5 students, in Reading and Numeracy are also similar to those achieved by schools with similar student cohort characteristics. NAPLAN learning gain results for Reading shows a 20% high range and 60% medium range growth. For Numeracy, the high gain growth is 20%, but medium gain is also 20%. In Writing, there is a 0% high gain result and 50% medium range growth. In Spelling, the results are similar to Writing, while Grammar & Punctuation results are the same as for Reading. To redress this situation, targeted, explicit teaching at each student's point of need will be instituted across the school. There will be consistent teaching methodologies developed and implemented to ensure that students are challenged and supported in their learning and that there is a focus on high expectations for each student.

Engagement

Student absence rates are similar to those experienced by similar Victorian government schools – both for the 2015 school year and in the 2012 – 2015 average. The 2015 result showed a marked improvement in the Year 3 – Yr 5 absence rates, while other year levels stayed the same.

The school has embarked on a range of initiatives to enhance student engagement levels, including the broadening of student leadership roles, development of a wide ranging inquiry based learning scope and sequence, and the continued involvement of the school in community-based, environmental projects. These measures ensure that learning is relevant to students' experience, provide a level of choice and student voice. They also ensure that learning is catered to individual needs and preferred learning modes.

Wellbeing

The Student Attitudes to School rating for School Connectedness is lower than those achieved by schools with students of similar characteristics, both for 2015 and in the 2012 – 2015 4 year average. Both 2015 and 2012 – 2015 4 year average ratings for the Student Safety component of the Attitudes to School survey are similar to those achieved by similarly populated Victorian government schools.

During 2016, in our endeavors to provide for the wellbeing of all students, the school will continue to work within the Kids Matter mental health framework. In particular, we will use Bounce Back strategies and classroom activities to develop more connectedness to the school and its community. This will place a focus on the development of resilience and the ability to work through difficult situations – both in social settings relating to relationships with others and in classroom work.

We believe that this latter aspect of student wellbeing will be further enhanced by the initiatives that will be put in place to improve the levels of student engagement in school (see above).

Productivity

Our Productivity Goal is to optimize the allocation of resources to improve learning outcomes for students by annually reviewing the allocation of resources (human, financial, time, space and materials) and their impact on student learning outcomes, targeting the allocation of resources to areas of need in all areas of the curriculum and refining, aligning and implementing agreed recommendations from community expectations. The performance development plans of staff who have responsibility for curriculum areas include an audit of how they have allocated their resources and the effect on student attainment. The Principal reports to the School Council Finance Sub-committee regularly relating to the allocation of budgets for curriculum areas and once a year the Finance Sub-committee evaluates the effectiveness of resource allocations through analysis of student attainment results.

For more detailed information regarding our school please visit our website at <http://www>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 29 students were enrolled at this school in 2015, 13 female and 16 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																																				
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>60%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>20%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>50%</td></tr> <tr><td>Medium</td><td>50%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>60%</td></tr> <tr><td>High</td><td>20%</td></tr> </table>	Category	Percentage	Low	20%	Medium	60%	High	20%	Category	Percentage	Low	60%	Medium	20%	High	20%	Category	Percentage	Low	50%	Medium	50%	Category	Percentage	Low	40%	Medium	60%	Category	Percentage	Low	20%	Medium	60%	High	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>96 %</td> <td>91 %</td> <td>97 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	93 %	96 %	91 %	97 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	93 %	96 %	91 %	97 %	94 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

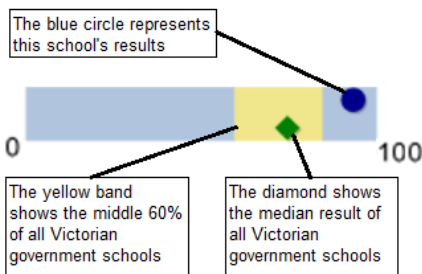
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

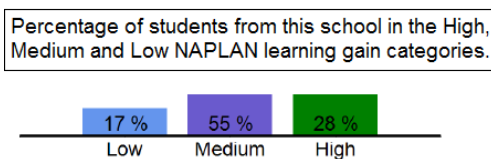
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

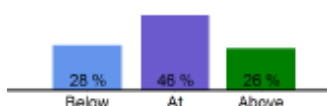
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$409,720
Government Provided DET Grants	\$86,605
Government Grants Commonwealth	\$5,500
Government Grants State	(\$2,000)
Revenue Other	\$2,583
Locally Raised Funds	\$16,350
Total Operating Revenue	\$518,758

Expenditure	
Student Resource Package	\$408,074
Books & Publications	\$835
Communication Costs	\$2,121
Consumables	\$17,068
Miscellaneous Expense	\$31,002
Professional Development	\$641
Property and Equipment Services	\$46,856
Salaries & Allowances	\$12,415
Trading & Fundraising	\$3,034
Travel & Subsistence	\$147
Utilities	\$7,704
Total Operating Expenditure	\$529,898

Net Operating Surplus/-Deficit (\$11,139)

Asset Acquisitions \$0

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$40,367
Official Account	\$39,857
Total Funds Available	\$80,223

Financial Commitments	
Operating Reserve	\$15,500
School Based Programs	\$64,723
Total Financial Commitments	\$80,223

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The Financial Performance and Position report indicates that the school has received a large amount of funding for specific programs associate with environmental projects and extra-curricular activities for students – including Art, Sporting Schools and Music. This accounts for much of the accumulated funds in both HYIA and Official accounts. It is worth pointing out that the relatively high balance of the Official account is not usual and much of this money was transferred to The HYIA in order to maximise its interest bearing capacity. The operating reserve of \$15,500 is appropriate for a school of Buxton's size.