

2021 Annual Report to The School Community



School Name: Buxton Primary School (1669)



- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2022 at 09:45 AM by Sarah Irving (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2022 at 09:46 AM by Laura Fitzgerald (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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

Buxton Primary School was established in 1875 and continues to be an integral and 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. At Buxton Primary School our mission is to provide a positive learning environment that places a high value on lifelong learning, through believing in and supporting students to achieve their full potential in all areas of the curriculum. This mission is firmly based on our core values of Kindness, Fairness and Growth.

Buxton Primary School is committed to continuous improvement and dedicated to ensuring that all students achieve at the highest level. We are proud of our focus on identifying and meeting the educational, wellbeing and interpersonal needs of each student. Our school implements the Victorian Curriculum from Foundation to Year 6 and provides a range of specialist programs including PE, Library, Art, Music, Drama and LOTE. We are one of only 10 schools in Victoria to offer an Indigenous Language and Culture Program, taught by a respected local elder and linguist of the Taungurung people. Our Inquiry program makes strong links with the local environment and community. The school is set in a uniquely beautiful physical environment with extensive grounds which includes a Land for Wildlife area. We undertake excursions and camps throughout the year, including a swimming program, cross country skiing at Lake Mountain, Kids Teaching Kids, Cathedral Cluster sporting events and a Youth Writer's Camp. Buxton Primary School is committed to continuous improvement and excellence in all aspects of learning and teaching. Our school provides our students with a nurturing, safe and high quality learning environment within excellent facilities.

In 2021, Buxton Primary School successfully secured grant funding to renovate and redevelop the former art/science room into a state of the art STEM Studio for students and the local community. Further grant funding was secured to redevelop the vegetable garden and bush foods garden, replace retaining walls around the school basketball court and resurface the concrete area around the administration building for greater safety and enjoyment. Significant work was completed to secure funding to establish a School Council managed Out of School Hours Care Program from 2022. This program will support current school families and encourage future enrolments.

The COVID-19 related remote and flexible learning programs throughout the year were challenging for students, staff and families, however parent feedback about our remote learning programs was very positive. As a staff, we observed that it was more challenging to engage students in remote and flexible learning in this second year of uncertainty and that there was an increase in disengagement when compared to 2020. The majority of students continued to complete their learning from home and their wellbeing was closely supported through regular phone calls, video meetings and virtual celebration days. Vulnerable students, students of essential workers and those with additional needs attended onsite during remote and flexible learning.

Student enrolments hovered around 16 students in 2021. We continued to offer personalised learning opportunities with excellent teacher to student ratios with two small classes of 6 - 8 students for literacy and numeracy four days per week. This model enabled us to carefully target the learning needs of students who were disadvantaged by remote and flexible learning earlier in the year and provide targeted learning programs with greater learning differentiation and small group teaching. Individual and small group learning intervention was provided through the Tutor Learning Initiative. The Student Family Occupation Education Index (SFOE) was 0.3514, in the low-medium range when compared to the state average. Our staffing profile was made up of 2.1 FTE teachers and 0.7 Education Support (classroom and administration).

Our students, staff and the broader school community have created a unique school that places an emphasis on community and puts students at the 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 of programs ensure that Buxton Primary School continues to be a vibrant learning community and a school of choice.

Framework for Improving Student Outcomes (FISO)

In 2021, Buxton Primary School focused on the state-wide 2021 priority goal that included: Learning Catch Up and Extension, Happy, Healthy Active Kids and Connected Schools. The continued impact of remote and flexible learning meant that our focus shifted from some of our existing key improvement strategies in the SSP, to continuing to build expertise and practice excellence in the area of delivering remote and flexible learning programs. The staff continued to develop their practice to incorporate new learning programs using technology, including video conferences, Google Classroom and personalised learning programs for each student. Our newly developed technology skills facilitated great professional learning and collaboration with colleagues in other schools.

Staff professional development and school improvement in the area of Literacy was primarily driven by our work with the Small Schools Community of Practice on the implementation of Fountas and Pinnell's Benchmark Reading Assessment and introduction of the Professional Learning Communities Model for improvement. We worked closely on student data tracking and analysis, pedagogy and professional learning. The strength of this collaborative work meant that we were awarded \$12,500 in School Improvement Partnership funds for 2021 for further professional learning. Our staff were trained in the Rights, Responsibilities and Respectful Relationships (RRRR) framework to support student wellbeing and we were selected to be a Lead School in the Goulburn Region, supporting other local schools and modelling the successful implementation of RRRR. Our 2021 Student Attitudes to School Survey data indicated that students were significantly less engaged at school and had a lower sense of connectedness to school than in 2020. Though some of this can be attributed to the ongoing challenge of the pandemic, we have enacted a plan for 2022 to check in more regularly with students to identify early indicators of wellbeing issues. Our staff will complete the Berry Street Education Model training in student wellbeing, relationships and trauma-informed practice in 2022. The BSEM model will form the basis of our revised wellbeing program.

Our focus on student learning growth in Literacy was successful despite the interruptions of remote and flexible learning. In 2022, the focus will be on further developing our curriculum and assessment approaches in Numeracy, with particular focus on our instructional model and high impact teaching strategies.

Achievement

Our achievements and key improvement strategies included:

- 92% of students achieved one year or more of learning growth in reading as per the Fountas and Pinnell Reading Benchmark Assessment
- 7 out of 8 students who participated in the Tutor Learning Initiative Program achieved at least one year of learning growth as per the PAT Reading Assessment
- Staff upskilled in using online resources for teaching, learning and assessment to better facilitate differentiation for students working remotely
- Staff data analysis skills developed through professional learning with the Small Schools Community of Practice
- PLC training completed and the inquiry model beginning to be implemented for school improvement
- The Parent Opinion Survey results were 100% positive

Engagement

As mentioned above, student engagement and connectedness to school became an increasing challenge the longer remote and flexible learning continued. When students returned to onsite learning in Term 4, we developed a range of special activity days, local excursions and multi-age projects to support students to reconnect with their peers and teachers. The implementation of personalised learning goals in Literacy and Numeracy enabled greater student agency, voice and opportunities to celebrate their learning progress and challenges. The Zones of Regulation Model was used and regularly revisited to support students to develop their emotional regulation skills. Social stories and role play were also used to develop interpersonal skills and insights. The introduction of the RRRR program focused on developing skills such as problem solving and self care. The majority of students had positive attendance in 2021 and for the individuals who struggled with reengagement, support was provided by the Principal and regional Student

Support Services Team to work closely with the families (specific numerical data not provided for confidentiality reasons).

Wellbeing

The health and wellbeing of staff was prioritised throughout 2021, with flexible approaches to sharing teacher workload, meeting dates and times, and professional learning loads. The Staff Opinion Survey indicated very high level of staff trust in colleagues (97.5, compared to the state average of 82.35), and a strong belief in a collective focus on student learning (91.25, compared to the state average of 86.09). The Parent Opinion Survey gave a 100% positive overall rating, highlighting the positive and open communication between home and school. Students and families were supported by the SSS Team, including a psychologist, social worker and speech therapist. In Term 4, we had a particular focus on re-establishing relationships with peers and teachers and developing personal and social skills through the RRRR modules of problem solving and personal development.

Finance performance and position

In 2021, Buxton Primary School continued to be in a strong financial position, with a surplus of \$19,664. The surplus was in part due to the reduction in face to face teaching programs offered in 2021 that were budgeted for, due to the pandemic. There were two students funded under the Program for Students with Disabilities at Level 2. Support was provided through increased student to teacher ratios, provision of Education Support, speech therapy and psychology services. Equity funding of \$5000 was also used to increase teacher FTE and provide more intervention and extension. \$58,000 in funding was secured and spent on refurbishing a learning studio and replacing the school sandpit. The Bushfire Preparedness Grant of \$13,000 was spent on safety upgrades such as mowing and slashing, removal of dangerous material and fireproof safety screens.

For more detailed information regarding our school please visit our website at
www.buxtonps.vic.edu.au

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 16 students were enrolled at this school in 2021, 7 female and 9 male.

0 percent of students had English as an additional language and 0 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).

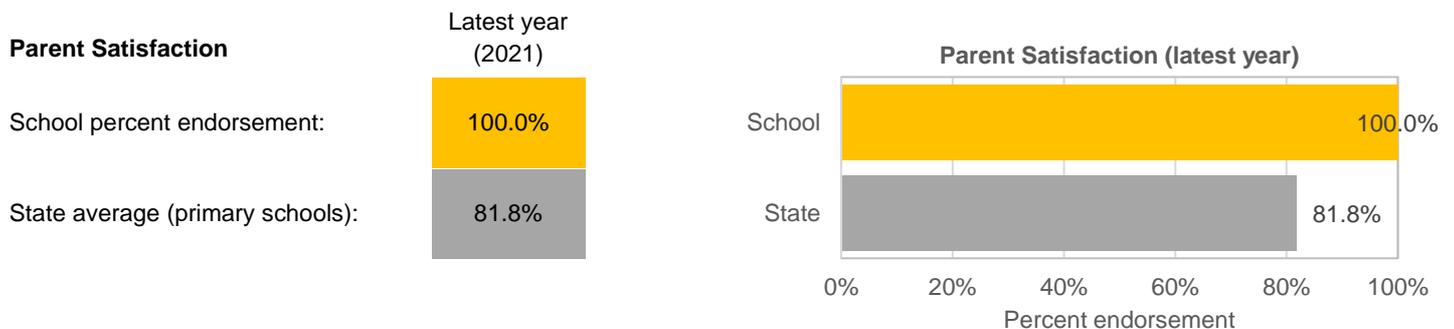
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

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

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

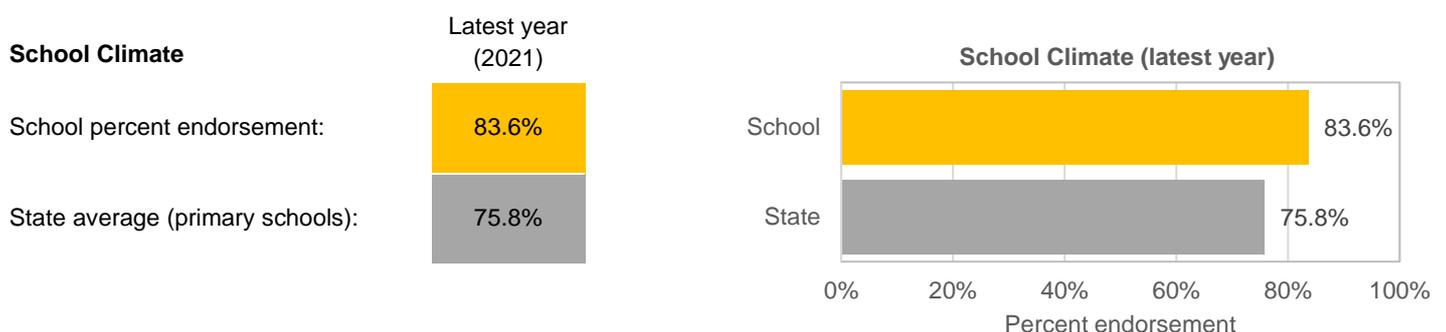


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

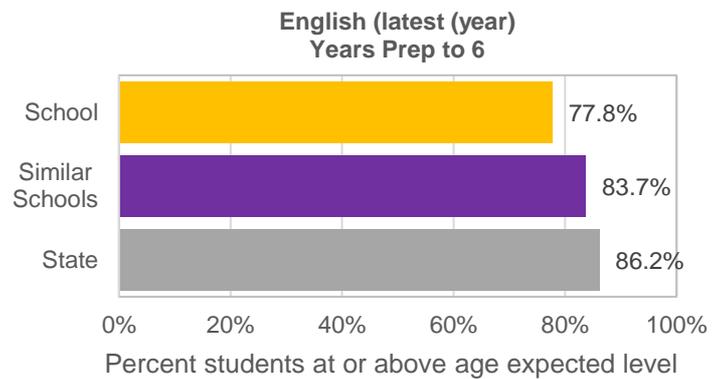
77.8%

Similar Schools average:

83.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

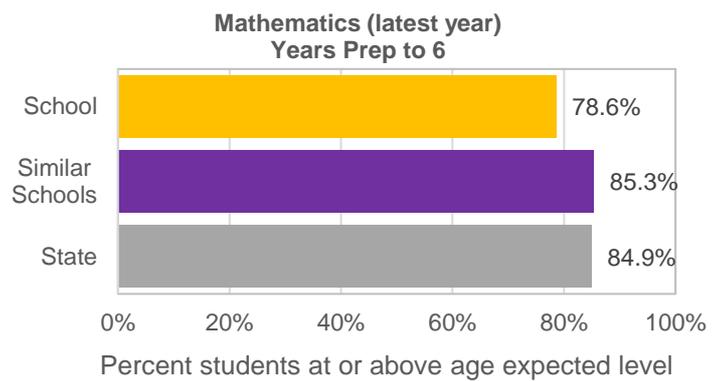
78.6%

Similar Schools average:

85.3%

State average:

84.9%



ACHIEVEMENT (continued)

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

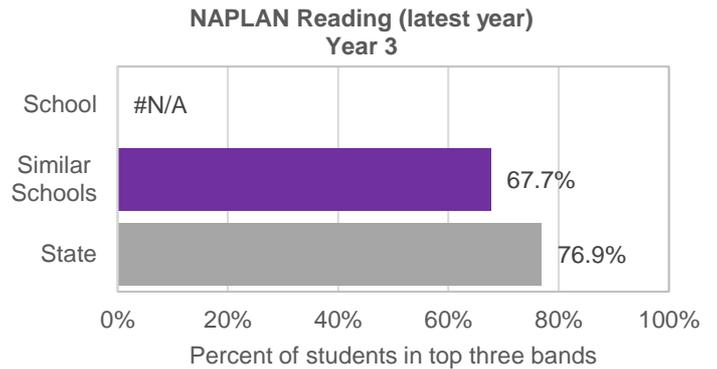
NAPLAN

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

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

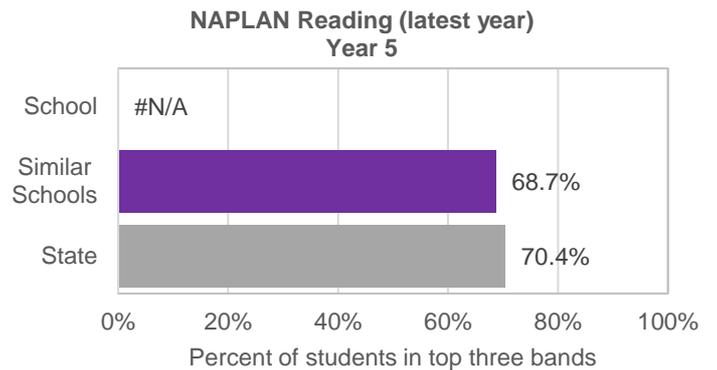
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	67.7%	70.9%
State average:	76.9%	76.5%



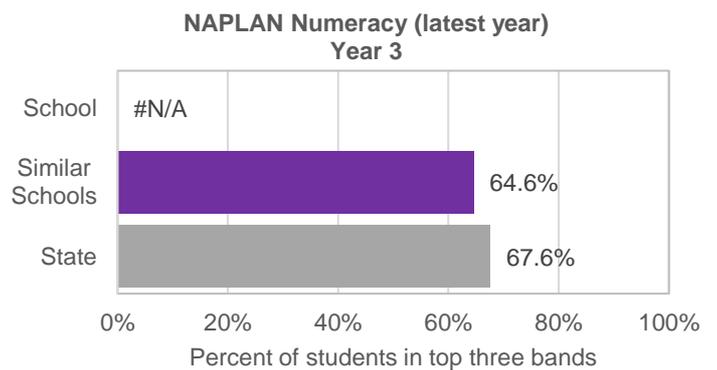
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	66.7%
Similar Schools average:	68.7%	63.2%
State average:	70.4%	67.7%



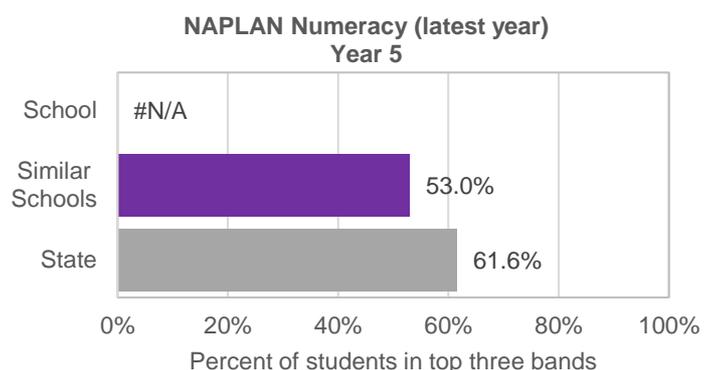
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	64.6%	72.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	42.9%
Similar Schools average:	53.0%	52.5%
State average:	61.6%	60.0%



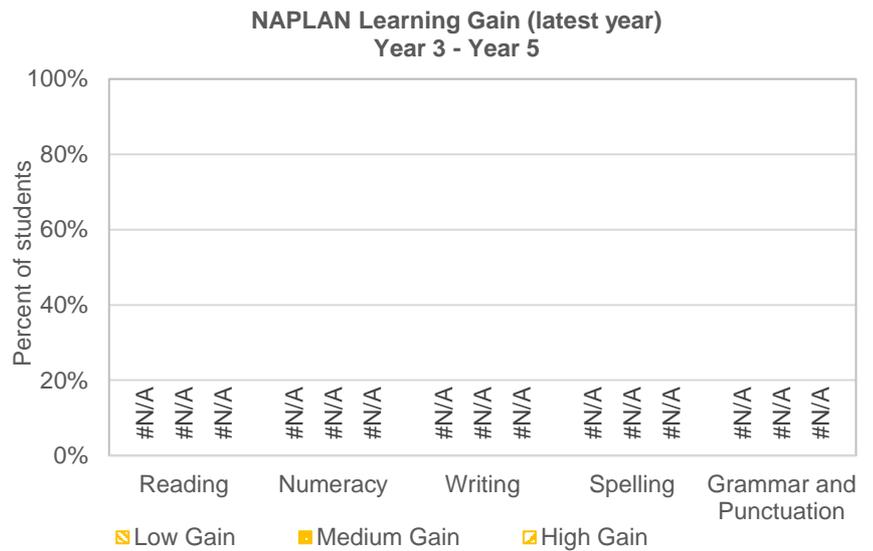
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	24%
Numeracy:	NDP	NDP	NDP	19%
Writing:	NDA	NDA	NDA	15%
Spelling:	NDA	NDA	NDA	16%
Grammar and Punctuation:	NDA	NDA	NDA	16%



ENGAGEMENT

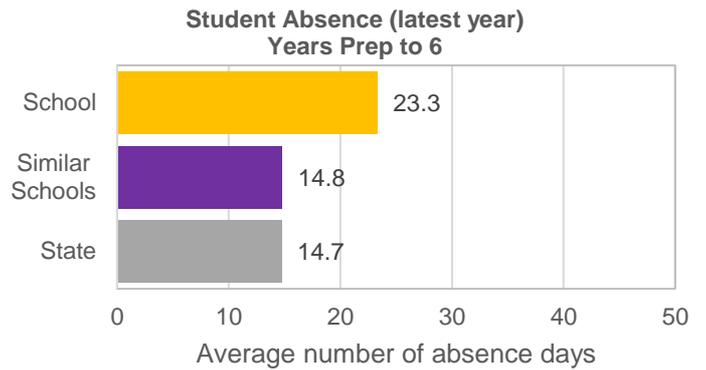
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	23.3	17.2
Similar Schools average:	14.8	15.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	NDP	NDP	95%	91%	NDP	85%

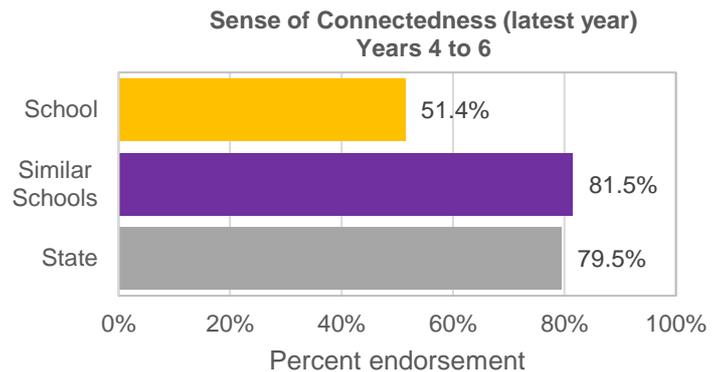
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	51.4%	73.3%
Similar Schools average:	81.5%	81.4%
State average:	79.5%	80.4%

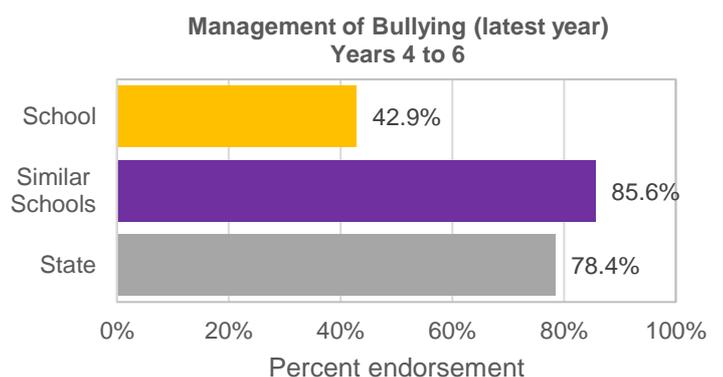


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	42.9%	74.4%
Similar Schools average:	85.6%	84.8%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$365,109
Government Provided DET Grants	\$114,184
Government Grants Commonwealth	\$15,000
Government Grants State	\$23,271
Revenue Other	\$8,662
Locally Raised Funds	\$7,727
Capital Grants	\$0
Total Operating Revenue	\$533,954

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$351,716
Adjustments	\$0
Books & Publications	\$2,609
Camps/Excursions/Activities	\$6,848
Communication Costs	\$1,093
Consumables	\$7,927
Miscellaneous Expense ³	\$3,632
Professional Development	\$1,307
Equipment/Maintenance/Hire	\$7,629
Property Services	\$93,966
Salaries & Allowances ⁴	\$33,861
Support Services	\$3,159
Trading & Fundraising	\$476
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,867
Total Operating Expenditure	\$522,090
Net Operating Surplus/-Deficit	\$11,864
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$86,213
Official Account	\$1,004
Other Accounts	\$0
Total Funds Available	\$87,217

Financial Commitments	Actual
Operating Reserve	\$14,060
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$29,610
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$2,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$55,607
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$101,277

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.