

2019 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 2019 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 31 August 2020 at 11:10 AM by Sarah Irving (Principal)

The 2019 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 31 August 2020 at 01:14 PM by Jennifer Wood (School Council President)

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 to be used as a science and gardening workshop space.

Student enrolments in 2019 fluctuated from 11 to 15 at the end of the year. Due to the size of the group, we continued one classroom/ cohort, combining all year levels into the one classroom. The Student Family Occupation Education Index (SFOE) was 0.3769. Our teaching group was made up of 1.4 EFT classroom teachers, the benefit of a multi-age and multi-ability classroom has been the high levels of differentiation to ensure all students are engaged and learning at their point of need. We also provided an Education Support Officer 0.38 EFT.

Buxton Primary School implements the Victorian F-10 Curriculum from Foundation Year to Year 6, including Taungurung Language, which is one of only 11 indigenous Language programs in Victoria. Classroom library lessons are provided by a MARC van and art lessons by a MACC van on a fortnightly rotation. Music lessons, including junior and senior band were run weekly in terms 3 and 4. Learning and teaching is supported by digital technologies, including interactive whiteboards, updated Acer Chromebooks and iPads, utilising the Google Classrooms platform. The school is well-supported by parent and community members who assist with reading and other curriculum programs. There is a rich and diverse incursion, 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.

Students, staff and the broader school community worked collaboratively to revise the school values in 2019 and chose Kindness, Fairness and Growth. These core values frame the way students negotiate relationships, interact with one another and engage in the process of learning. Students, parents and staff have created 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.

Framework for Improving Student Outcomes (FISO)

In 2019, Buxton Primary School focused on the FISO dimension of Excellence in Teaching and Learning, in the areas of Curriculum, Planning and Assessment and Building Practice Excellence. A new curriculum scope and sequence was developed for writing, integrating the Victorian Curriculum standards and The Six +1 Traits of Writing. Teachers developed their knowledge of explicit teaching methods and using evidence-based high impact teaching strategies to improve outcomes in reading and writing. Students worked with teachers on taking ownership for independent reading and writing goals and reflecting on their learning. In writing, teachers focused on developing clear learning intentions

and success criteria for students and moderating student work to establish consistent practice. Another FISO dimension focused on in 2019 was the Positive Climate for Learning. Student agency was a focus and students were actively involved in selecting and voting on the new school values and senior students were involved in student-led conferences with staff and their parents each term.

Achievement

In 2019, the School continued to make good progress with the SIP goals of improving student outcomes in literacy. Student achievement growth in literacy was strong, with all students except one achieving at least one year of growth against the Victorian Curriculum standards for one year of learning in Reading, Writing and Speaking and Listening (teacher judgement). Students made progress in their ability to take shared ownership for their individual learning goals and articulate how they are progressing towards their goals. Proposed future directions are for students to play a role in determining how we track their achievement against their own individual learning goals and documenting their successes.

Engagement

Students continued to be authentically engaged in school decision making processes, including curriculum, purchasing school resources and fundraising. This engagement strengthened students' feelings of agency and connectedness to school, in addition to their active input into managing their learning goals. Student voice and agency increased from 74% in 2018 to 86% in 2019, reflecting the work undertaken by the School in this area. Regular engagement with families both through formal methods such as the school newsletter and Student Support Group Meetings, and informally through face to face and phone conversations was important to address any concerns impacting on student engagement promptly. Student attendance was generally above 85 - 90%, with only three students in the 70 - 75% range. Future directions for engagement are to continue to provide an authentic, enriching curriculum program that meets the needs of individual learners and to work closely with the Student Support Services team and families to provide support to reduce the family barriers that impact attendance for a few students.

Wellbeing

Another strong area of achievement for the School was to provide stimulating learning experiences for students. Positive student feedback in the category of Stimulated Learning improved significantly, with 86% of students responding positively, an increase from 61% in 2018. Not enough data was available from the Parent Opinion Survey to give a statistically accurate measure of feedback from parents. Student ownership of their learning goals and providing meaningful, purposeful learning programs and experiences contributed to enhancing the wellbeing of all students. Wellbeing resources were purchased to support learning programs such as anti-bullying and the Zones of Regulation for managing emotions for all students during 2019. An evening parent forum on eSafety and after school art, cooking and sport programs were offered throughout the year to Buxton students, families and the broader community to foster community connections and enhance student wellbeing.

Financial performance and position

In 2019, following two years of managing workforce bridging and redundancy, the School has achieved a strong financial position with a surplus of \$11,250. Funding was received for three students through the Program for Students with Disability, enabling the school to employ an Education Support Officer. Equity funding of \$5000 was received to support the purchase of wellbeing resources, extra assessments and therapeutic interventions such as occupational therapy for multiple students. In late 2019, \$91,000 funding was announced by the Department of Education and Training to upgrade the main administration building to meet the requirements for a designated Shelter-In-Place building, with these works to occur in 2020. The School also received a Bushfire Preparedness Grant of \$12,300 to reduce fuel sources that could affect the school during bushfire season. A \$7,000 Bushfire Initiatives grant was used to provide mental health and wellbeing support programs for students and families, such as after school art and cooking programs, eSafety parent information session and wellbeing curriculum programs.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 10 students were enrolled at this school in 2019, 6 female and 4 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>96 %</td> <td>97 %</td> <td>92 %</td> <td>96 %</td> <td>93 %</td> <td>87 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	97 %	92 %	96 %	93 %	87 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	97 %	92 %	96 %	93 %	87 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$250,390	High Yield Investment Account	\$55,456
Government Provided DET Grants	\$71,206	Official Account	\$2,557
Government Grants Commonwealth	\$1,500	Total Funds Available	\$58,013
Revenue Other	\$21,421		
Locally Raised Funds	\$15,917		
Total Operating Revenue	\$360,435		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$239,777	Operating Reserve	\$11,491
Books & Publications	\$2,136	Funds Received in Advance	\$9,341
Communication Costs	\$1,118	School Based Programs	\$26,595
Consumables	\$8,701	Funds for Committees/Shared Arrangements	\$1,160
Miscellaneous Expense ³	\$19,208	Maintenance - Buildings/Grounds < 12 months	\$22,478
Professional Development	\$1,077	Total Financial Commitments	\$71,065
Property and Equipment Services	\$28,739		
Salaries & Allowances ⁴	\$19,872		
Trading & Fundraising	\$762		
Utilities	\$5,965		
Total Operating Expenditure	\$327,354		
Net Operating Surplus/-Deficit	\$33,080		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

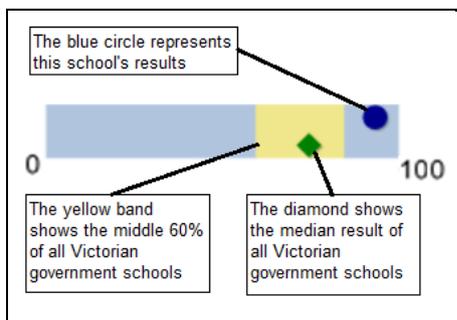
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

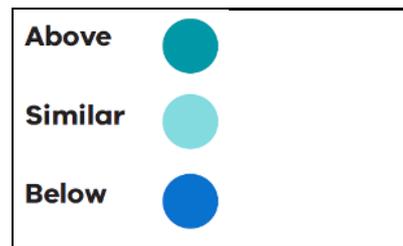


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').