

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 13 May 2021 at 04:34 PM by Sarah Irving (Principal)

The 2020 Annual Report to the school community:

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

Attested on 21 May 2021 at 10:17 AM by Jennifer Wood (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 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 and bush tucker gardens. We undertake excursions and camps throughout the year, including a swimming program, cross country skiing at Lake Mountain, Kids Teaching Kids, Boite Choir, Cathedral Cluster sporting events and the Marysville 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 2020, Buxton Primary School introduced a fresh new logo and school uniform with new school colours of teal and navy. These changes are part of a broader strategic plan to lift the profile of the school in the local community and encourage more families to visit and see what the school has to offer. Significant grounds and maintenance works were undertaken to improve school facilities, including updates to the sandpit, basketball court, football goals, fencing repairs, and new street signage. The COVID-19 related remote and flexible learning programs in Terms 2 and 3 were challenging for students, staff and families, however parent feedback about our remote learning programs was overwhelmingly positive. The majority of students continued to be engaged in their learning from home and their wellbeing was closely supported throughout a difficult year.

Student enrolments fluctuated from 13 to 21 at the end of the year as a result of several families moving into the area from Melbourne during the COVID-19 lock downs. Due to the increase in student numbers, in Term 4 we ran two small classes 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. The Student Family Occupation Education Index (SFOE) was 0.4569, increasing from 0.3769 in 2019 due to the increase of Melbourne families relocating to the area temporarily. Our teaching group was made up of 1.7 FTE teachers and 0.66 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.

Framework for Improving Student Outcomes (FISO)

In 2020, Buxton Primary School focused on the FISO dimensions of Excellence in Teaching and Learning, in the area of Building Practice Excellence. The other dimension we focused on, and that was that was brought into sharp focus by the impact of the pandemic, was Community Engagement in Learning through Parents and Carers as Partners. The sudden and significant shift to remote and flexible learning meant that our focus shifted from some of our existing key improvement strategies, to building expertise and practice excellence in the area of delivering remote and flexible

learning programs. The staff took on a significant challenge in changing their teacher practice to incorporate new learning programs using technology, including video conferences, Google Classroom and personalised learning programs for each student. We became proficient in undertaking professional learning via video conferencing and sharing our knowledge with other schools. Our development in the area of Excellence in Teaching and Learning was centred on our work with a Small Schools Community of Practice on the implementation of Fountas and Pinnell's Benchmark Reading Assessment. We worked closely on data tracking and analysis, pedagogy and professional learning. The strength of this collaborative work meant that we have been awarded \$12,500 in School Improvement Partnership funds for 2021 to continue this important work to improve literacy outcomes for our students.

Achievement

Student achievement as per teacher judgements showed that 84.5% of students achieved at or above expected standards in English and 92.1% achieved at or above expected standards in Mathematics, a great result during a disrupted year of learning. The junior students who require more directed and explicit learning experiences found remote learning more challenging, though teachers made adjustments to learning programs to include teaching videos and recorded directions. During remote learning, staff used technology and online resources to effectively implement learning programs and stay connected with students to monitor their learning progress. The increased level of self-directed work for senior students was very successful and we will look for opportunities to implement more of this in 2021. The Tutor Learning Initiative in 2021 will be an important part of closing learning gaps for students who were disadvantaged by the disruptions of 2020.

Engagement

Engagement with Buxton Primary School families was a strength in 2020, despite the challenges presented by remote learning and restrictions on visitors to the school. The need for parents to supervise remote learning enabled them to be more directly involved in their children's learning programs and see what they were working on. This deepened the home school connection and the sense of working as a team. With few exceptions, student engagement during remote learning was high and we had reduced absences in this period. Student absences throughout the rest of the year were higher, 17 days on average, up from 14.4 days in 2019. The few families and students who had higher absences were supported through Student Support Services and other community wellbeing supports to address the underlying issues impacting absences. In 2021, families will be supported with regular updates on their children's' absence data and Student Support Group meetings held with parents when attendance is flagged as dropping below 85% for any student.

Wellbeing

During a challenging year for staff, students and families, wellbeing was a high priority in 2020. It was pleasing to receive highly positive feedback on our Parent Opinion Survey, with 96.8% of parents being satisfied with the school (State average was 81.2%). Parents responded positively to the learning programs offered during remote learning and felt that their own and the children's wellbeing needs were considered carefully by the school. The Staff School Survey reported a positive response of 81.5% (State average 77.8%), indicated that staff felt supported. Students' sense of Connectedness to School increased to 81% in 2020, from 74% in 2019, and exceeding our 2020 AIP goal of 80%. Student Voice and Agency was down from 86% in 2019 to 71% in 2020, however this was significantly impacted by the COVID-19 restrictions and the difficulty of providing student choice during remote learning. In addition, COVID-19 restrictions on excursions, visitors to the school and extra curricular activities reduced the amount of opportunities for student voice and agency. We will monitor and implement opportunities to deepen student voice in 2021 through increased use of personal learning goals, student consultation on fundraising projects and choice in learning tasks.

Financial performance and position

In 2020, the Buxton Primary School continued to be in a strong financial position, with a surplus of \$13,336. The surplus was in part due to the reduced number of onsite specialist classes and extra-curricular programs because of remote and flexible learning. Level 2 funding was received for two students through the Program for Students with a Disability, facilitating the School to increase the staffing profile to 1.7 FTE (up from 1.4 FTE in 2019). Equity funding of

\$5,000 enabled the purchase of extra learning resources, staff professional learning to support students and subsidies for camps and excursions. Capital Works funding of \$91,000 was allocated to upgrade the exterior of the administration building to meet the legislative requirements of a designated Shelter-in-Place building. The Bushfire Preparedness grant of \$12,500 was used to reduce bushfire risk on school grounds, including tree works, mowing and slashing and water tank connection.

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 14 students were enrolled at this school in 2020, 9 female and 5 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) which takes into account parents' occupations and education.

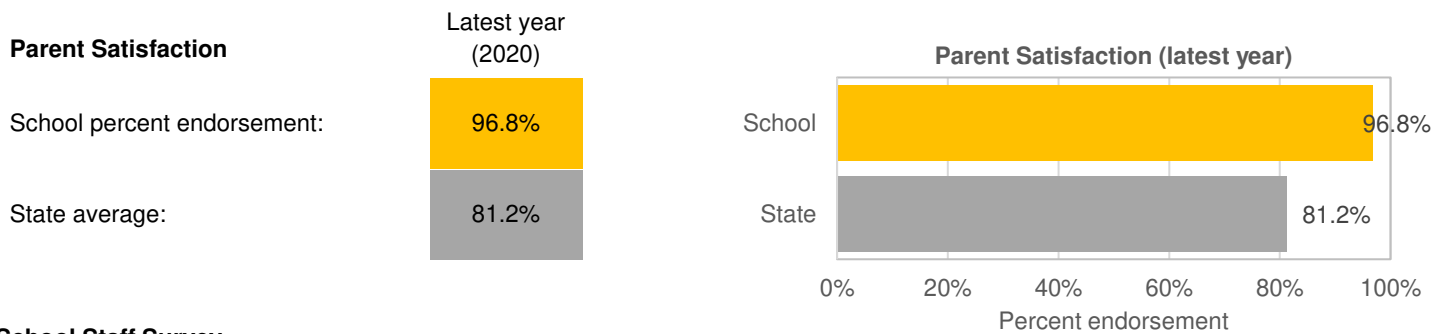
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

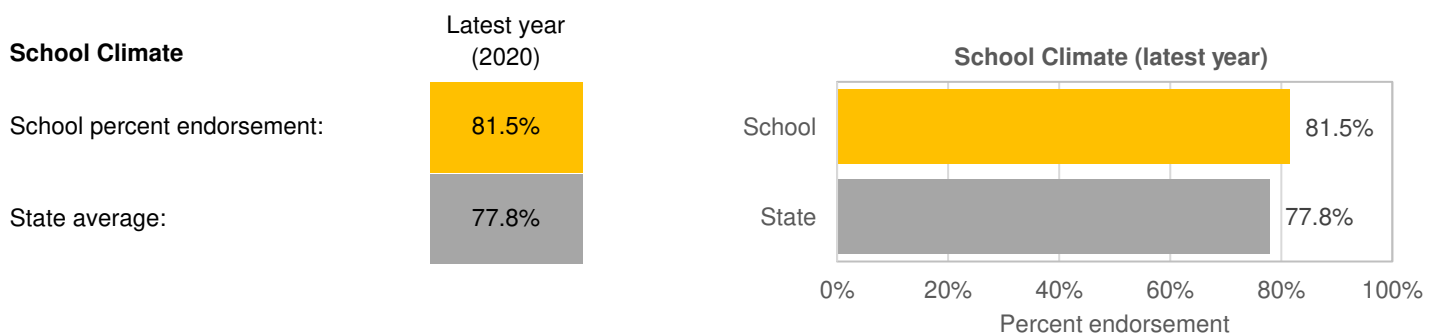


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

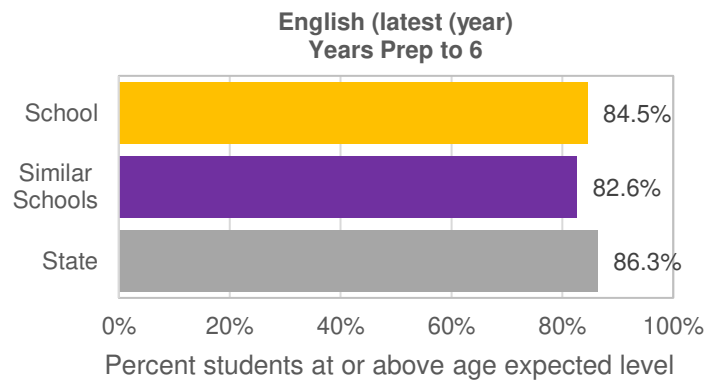
84.5%

Similar Schools average:

82.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

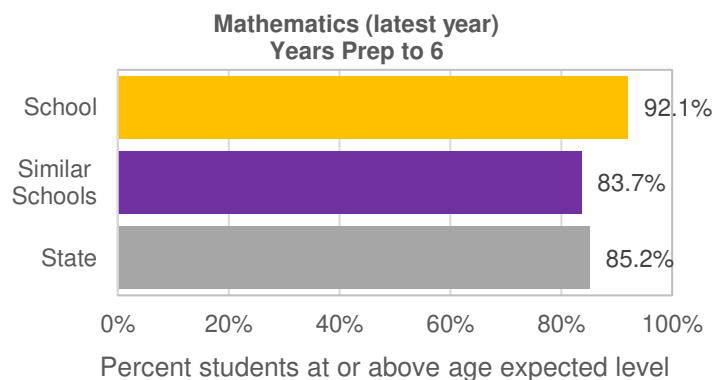
92.1%

Similar Schools average:

83.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

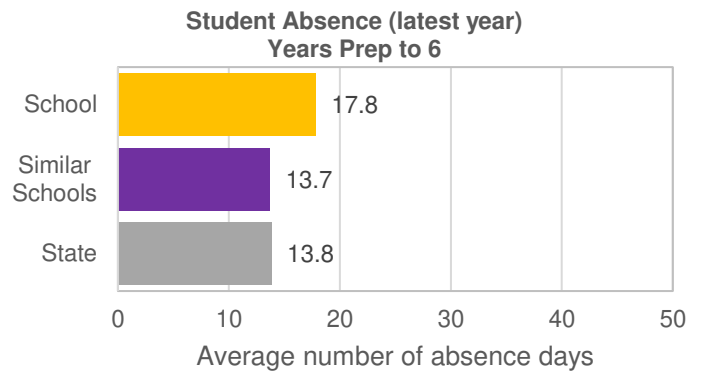
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.8	15.2
Similar Schools average:	13.7	15.9
State average:	13.8	15.3



Attendance Rate (latest year)

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

WELLBEING

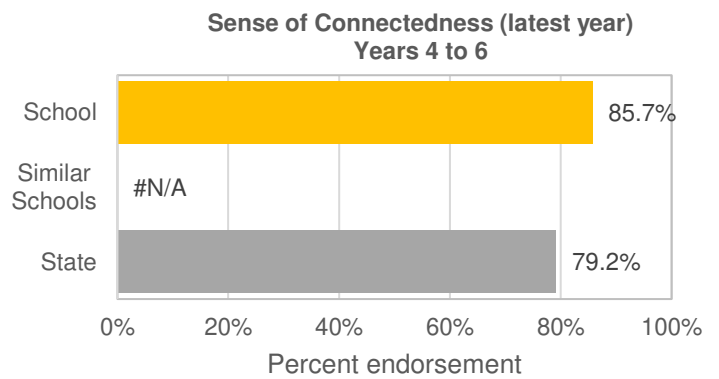
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.7%	74.5%
Similar Schools average:	NDP	81.8%
State average:	79.2%	81.0%



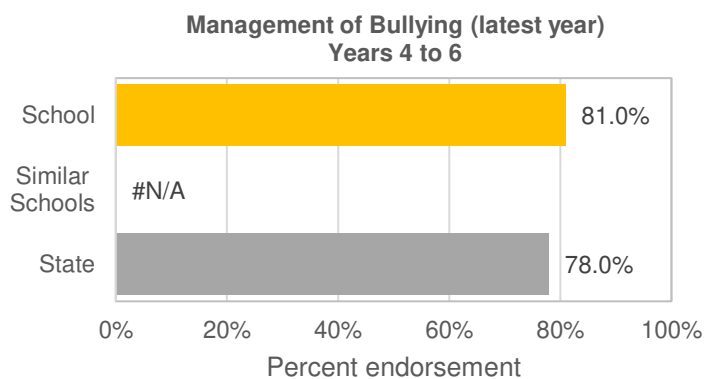
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	81.0%	78.2%
Similar Schools average:	NDP	84.5%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$328,538
Government Provided DET Grants	\$87,776
Government Grants Commonwealth	\$4,650
Government Grants State	\$17,404
Revenue Other	\$1,996
Locally Raised Funds	\$6,166
Capital Grants	NDA
Total Operating Revenue	\$446,530

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

Expenditure	Actual
Student Resource Package ²	\$315,852
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$13,527
Communication Costs	\$602
Consumables	\$5,483
Miscellaneous Expense ³	\$3,711
Professional Development	\$524
Equipment/Maintenance/Hire	\$4,175
Property Services	\$22,467
Salaries & Allowances ⁴	\$22,978
Support Services	\$6,088
Trading & Fundraising	\$131
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$8,488
Total Operating Expenditure	\$404,027
Net Operating Surplus/-Deficit	\$42,504
Asset Acquisitions	NDA

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$84,638
Official Account	\$3,102
Other Accounts	NDA
Total Funds Available	\$87,741

Financial Commitments	Actual
Operating Reserve	\$11,714
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,500
School Based Programs	\$55,180
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$29,903
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$99,297

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.