

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 May 2023 at 04:07 PM by Sarah Irving (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 11:41 AM by Laura Fitzgerald (School Council President)

## How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

#### School Profile

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

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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 12 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 2022, Buxton Primary School successfully secured grant funding to provide a School Council managed Out of School Hours Care Program, including before and after school care and a holiday program. This program supports current school families, other local families and will continue to encourage future enrolments.

Student enrolments hovered around 16 students in 2022. 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 for the full school year. The Student Family Occupation Education Index (SFOE) was 0.4673, in the medium range when compared to the state average. Our staffing profile was made up of 2.1 FTE teachers and 0.8 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 we had our school review and an opportunity to review the progress of our four-year strategic goals and direction, particularly the impact our work has had on student learning outcomes. In Literacy and Numeracy we had excellent results, with all students making a minimum of 12 months learning growth per year of learning, as per teacher judgements and standardised assessments. All students achieved average learning growth above students in similar schools in Literacy, and above growth in similar schools and the state average in Numeracy. Our work with the Small Schools Professional Learning Community (a group of four small schools in the Outer Shepparton network) was instrumental in developing teacher knowledge and practice, analysing student data and evidence of learning, and targeting student learning needs and personalised learning goals. In 2022, our teaching staff also completed the Leading Curriculum and Assessment professional learning course through the Victorian Academy of Teaching and Learning. The interventions provided to individual students through the Tutor Learning Initiative (run for the full 2022 school year) were a key component in improving student outcomes in Literacy and Numeracy and addressing learning gaps that arose during the pandemic and remote and flexible learning. Our small group teaching approach with a 1:8 teacher to student ratio for Literacy and Numeracy four days per week is contributing to strong learning outcomes for students.

## Wellbeing

Buxton students expressed a strong sense of connectedness to school in 2022, with 100% having a positive response. They also felt confident that our School effectively manages bullying issues, with 93% responding positively, above the average of similar schools (81%) and well above the state average (76%). Our 2022 parent satisfaction results were excellent, with 97.5% positive endorsement of the school, well above the state average for primary schools (79.9%). The staff survey had an 87.7% positive rating for school climate, exceeding the state average of 73.4%. All our staff were trained in the Berry Street Model in 2022, a trauma informed approach to inclusive practice and managing and supporting students' wellbeing. In addition, our staff completed training in Supporting Students with Autism. Onsite occupational therapy was provided for students in need and a strong transition program for both new Prep students and students moving to secondary school supported and enhanced student wellbeing.

## Engagement

In 2022, student absences averaged 24 days, higher than previous years, but below the average of similar schools (25%) and in line with the state average (23%). Families are more aware of keeping students at home when they were sick after the pandemic, and more careful about spreading illness through the school community. The student survey data on wellbeing factors such as the sense of connectedness to school highlight that our students are happy to come to school and are engaged in their learning. 100% of students expressed that they have an advocate at school and that we have a school culture that respects diversity.

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## Other highlights from the school year

- Our students were able to attend two free school camps to Anglesea and Melbourne under the "Positive Start" program for rural and regional schools
- Excursions included The Arts Centre Melbourne, Healesville Sanctuary, Lake Eildon and the Marysville Art Gallery
- The PE program offered an extensive program of incursions and excursions, including cross-country skiing at Lake Mountain, gymnastics, Bike Education, and our Swimming and Water Safety Program
- A wide range of extra - curricular subjects were offered in 2022, including PE, Visual Arts, Music, Drama, STEM and Taungurung Language and Culture
- Free after school STEM classes were offered for local primary school and kindergarten-aged students
- Out of School Hours Care was opened, offering before and after school care, and vacation care

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## Financial performance

In 2022, Buxton Primary School continued to be in a strong financial position, with a surplus of \$36,258. There were three students funded under the Program for Students with Disabilities at Level 2 and one student funded at Level 3. 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 learning intervention and extension. \$75,000 in grant funding was received for the establishment of a School Council managed Out of School Hours Care. The Bushfire Preparedness Grant of \$17,000 was spent on safety upgrades such as mowing and slashing, removal of dangerous material and replacing timber retaining walls in close proximity to the school buildings.

**For more detailed information regarding our school please visit our website at**  
[www.buxtonps.vc.edu.au](http://www.buxtonps.vc.edu.au)

# Performance Summary

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

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

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

## SCHOOL PROFILE

### Enrolment Profile

A total of 12 students were enrolled at this school in 2022, 8 female and 4 male.

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

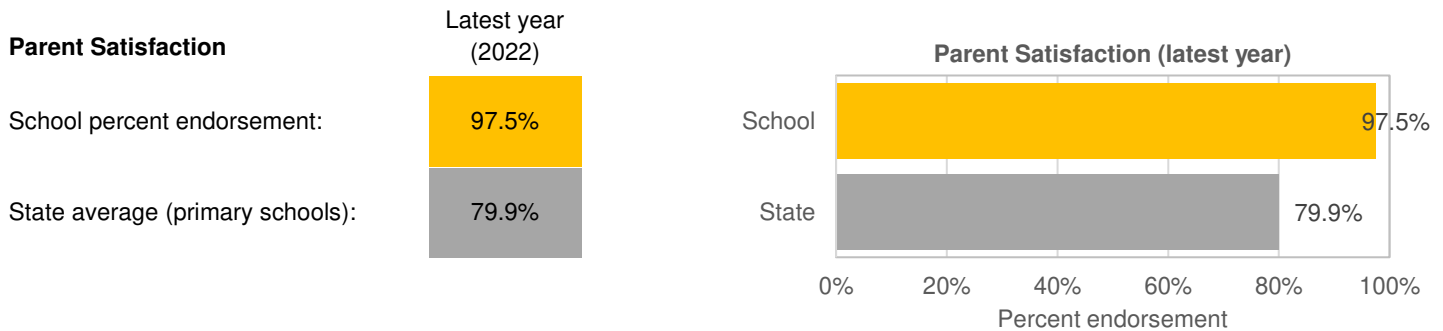
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

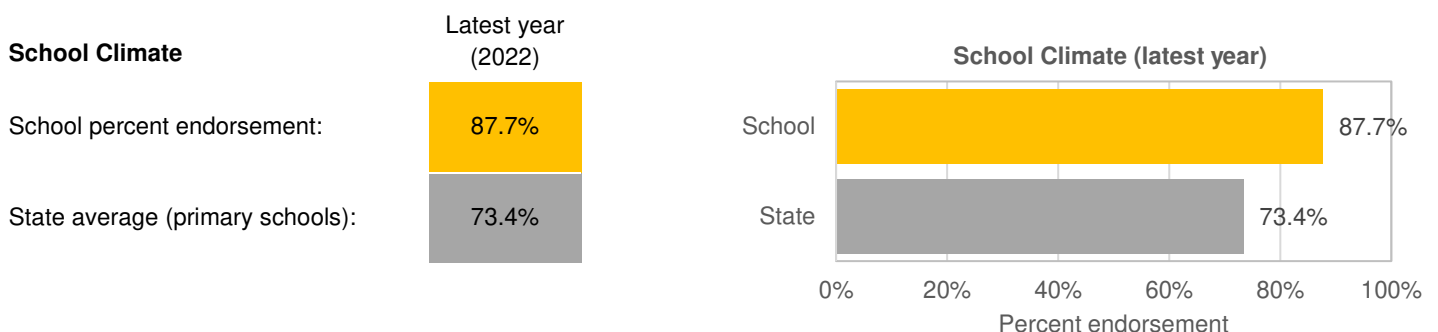


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

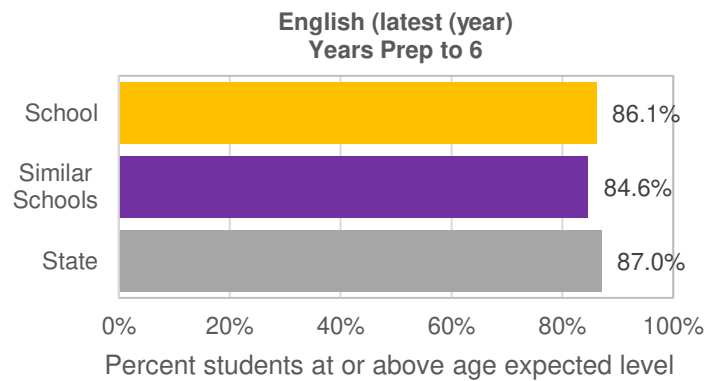
86.1%

Similar Schools average:

84.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

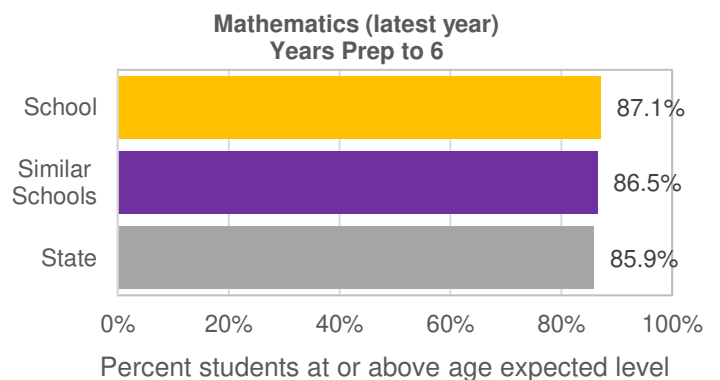
87.1%

Similar Schools average:

86.5%

State average:

85.9%



## LEARNING (continued)

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

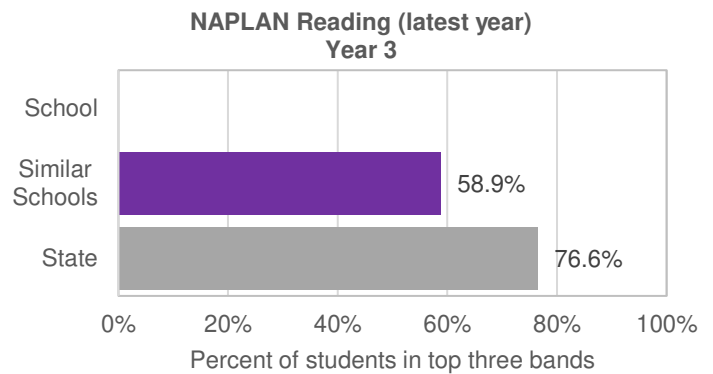
### NAPLAN

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

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

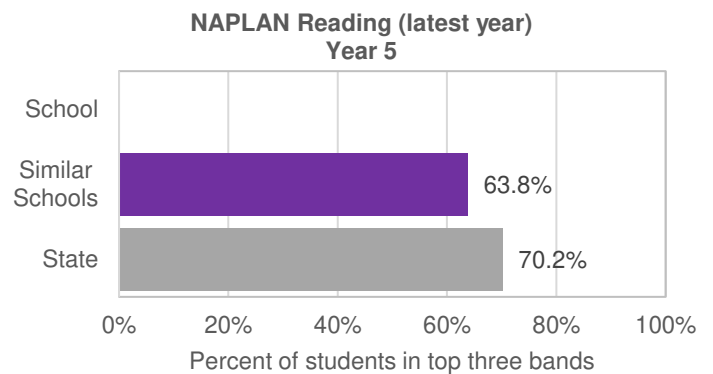
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	58.9%	65.1%
State average:	76.6%	76.6%



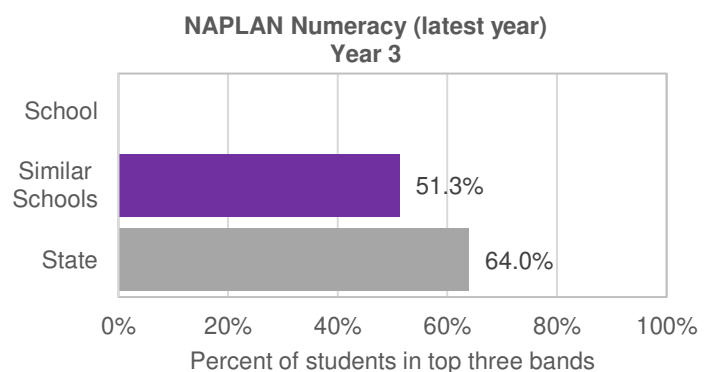
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	71.4%
Similar Schools average:	63.8%	62.6%
State average:	70.2%	69.5%



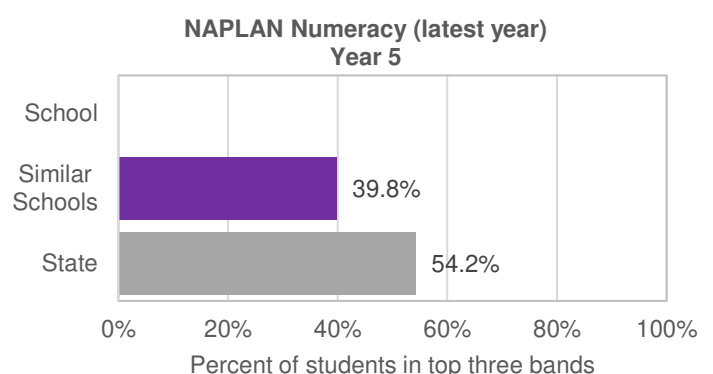
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	51.3%	63.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	39.8%	45.7%
State average:	54.2%	58.8%





## WELLBEING

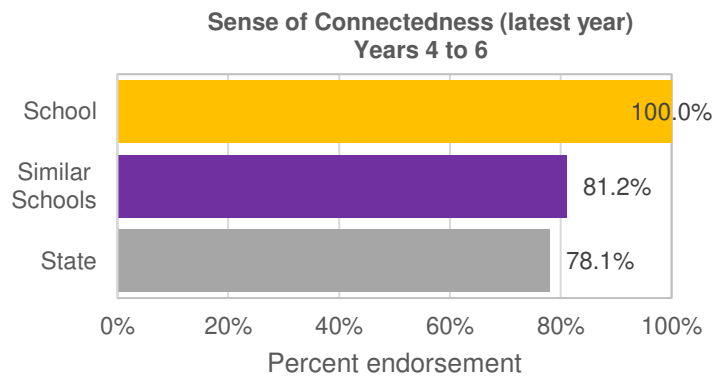
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	100.0%	76.2%
Similar Schools average:	81.2%	82.0%
State average:	78.1%	79.5%

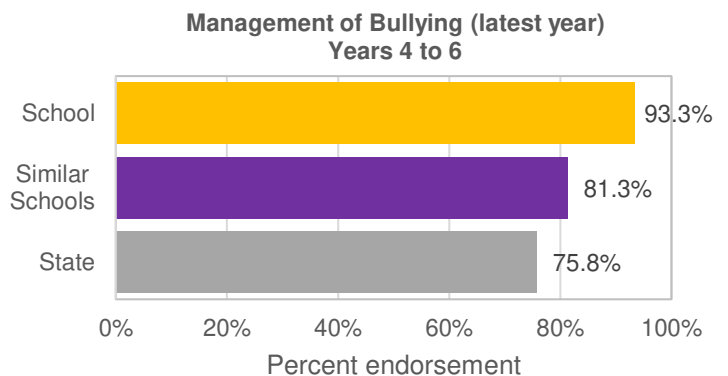


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	93.3%	73.1%
Similar Schools average:	81.3%	83.7%
State average:	75.8%	78.3%



## ENGAGEMENT

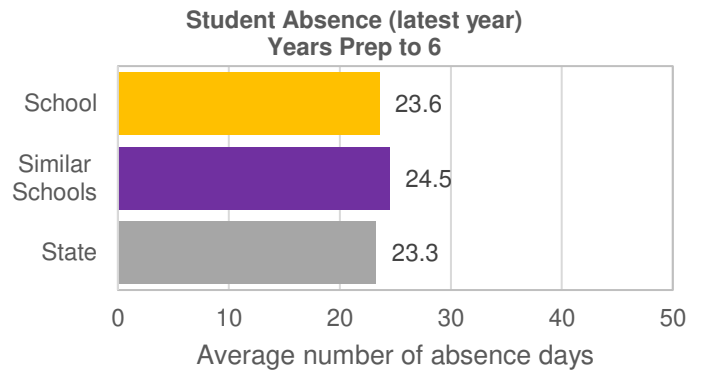
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	19.4
Similar Schools average:	24.5	17.4
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDP	NDP	NDP	NDP	NDP	83%	NDP

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$391,569
Government Provided DET Grants	\$149,469
Government Grants Commonwealth	\$90,124
Government Grants State	\$8,822
Revenue Other	\$4,303
Locally Raised Funds	\$17,438
Capital Grants	\$19,920
<b>Total Operating Revenue</b>	<b>\$681,644</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,225
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,225</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$382,336
Adjustments	\$0
Books & Publications	\$1,292
Camps/Excursions/Activities	\$6,621
Communication Costs	\$741
Consumables	\$11,456
Miscellaneous Expense <sup>3</sup>	\$2,096
Professional Development	\$6,422
Equipment/Maintenance/Hire	\$16,650
Property Services	\$57,877
Salaries & Allowances <sup>4</sup>	\$103,226
Support Services	\$11,001
Trading & Fundraising	\$18,791
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$148
Utilities	\$6,808
<b>Total Operating Expenditure</b>	<b>\$625,466</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$36,258</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$113,715
Official Account	\$19,390
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$133,105</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$31,570
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$746
School Based Programs	\$84,660
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$37,698
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$164,674</b>

*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.*