

# 2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 April 2024 at 01:38 PM by Sarah Irving (Principal)

- This 2023 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 2024 at 03:18 PM 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

### Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# 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 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, school sleepover and a combined small schools 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. Buxton Primary School successfully runs 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 increased from 15 to 21 in 2023. We continued to offer personalised learning opportunities with excellent teacher to student ratios with two small classes of 8 - 10 students for literacy and numeracy four days per week. This model enabled us to carefully target the learning needs of students 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 0.3996, in the medium range when compared to the state average. Our staffing profile was made up of 2.4 FTE teachers and 1.4 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.

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

### Learning

2023 was the first full school year of implementation of the new School Strategic Plan after our review in late 2022. Numeracy continued to be a focus for improving student outcomes and we worked closely with the Small Schools PLC group to focus in improving our teaching and learning numeracy through the use of high impact teaching strategies. This group of small school principals and staff in the Cathedral and Outer Shepparton Network have developed a cohesive working group to support best practice and professional learning for teachers. The three principals of these schools presented our work at the Victorian State Education Principal's Conference in June 2023. Formative and summative assessment and tracking student learning goals closely contributed to improved learning outcomes.

Our learning highlights were:

- PAT Testing results showed student achievement in literacy and numeracy was above similar schools
- Student achievement at expected level in 2023 was higher than similar schools in Reading (Buxton 83%, similar schools 81%) and Speaking and Listening (94%, similar schools 89%), and significantly higher than similar schools in Numeracy (94%, similar schools 88%)
- Tutor Learning Initiative students were supported throughout 2023, making strong learning growth gains in reading and numeracy. One student achieved a 20 month reading age growth in a 9 month period
- Our small class size and teacher ration of 1:10 provided increased explicit teaching opportunities for students

### Wellbeing

In 2023, Buxton Primary School implemented the Mental Health in Primary Schools initiative, appointing a Mental Health and Wellbeing Leader to coordinate the various wellbeing and support programs for students. This included Individual Education Plans, Student Support Group Meetings, Behaviour Support Plans, individual wellbeing sessions for students in need, allied health services such as speech therapy and occupational

therapy and staff professional learning sessions. Parent survey feedback on factors affecting student wellbeing was strong, such as Managing Bullying (100%), Promoting Positive Behaviour (100%), Confidence and Resilience Skills (100%) and Respect for Diversity (100%). The student Attitudes to School Survey (Year 4 - 6) did not have enough respondents in 2023 for de-identifiable data to be provided.

Student wellbeing is closely tied to staff wellbeing. Staff survey feedback indicated that staff feel their own and students' wellbeing is supported. Factors such as Safety and Wellbeing Consultation and Participation (100%), Staff Psychological Safety (100%) and Staff Professional Safety (93%) indicate a united approach to staff and student wellbeing.

Our wellbeing highlights were:

- Professional learning and development for staff to strengthen our ability to recognise and respond appropriately to students in facing wellbeing challenges
- Participation in the Cathedral and Outer Shepparton Wellbeing Community of Practice
- Development of Ready to Learn plans and other wellbeing strategies from the Berry Street Education Model
- Music Therapy offered fortnightly as a tier 1 and 2 mental health fund initiative

## Engagement

Student engagement improved in 2023, with student absences of 20 days or more dropping to 27% (from 38% in 2022), lower than similar schools (38%) and all Victorian schools (36%). Promotion of the importance of school attendance in the school newsletter and close follow up of unexplained absences helped build the connection between school and home and lift attendance. There were not enough students to complete the Attitudes to School Survey to be able to compare 2022 and 2023 data, however parent survey data was a useful indicator of parents' attitudes to engagement. Overall parent engagement was 100% positive, with particular strengths in Parent Engagement (100%), Student Cognitive Engagement (100%) and School Ethos and Environment (100%). Student feedback on engagement at school was collected through class discussions, feedback conversations and anecdotal evidence collected by teachers and the Wellbeing Coordinator.

Highlights for Student Engagement included:

- Family Maths Nights, connecting student learning at school with family relationships, engagement and interest
- All students participating in the end of year play, co-written by students and teachers with all students taking on speaking roles
- Continued implementation of the Berry Street Education Model
- Small Schools Camp to 15 Mile Creek with Wunghnu PS and Zeerust PS
- School Sleepover
- Launch of the Warrk Warrk Trail in the Land for Wildlife - community celebration and cross-cultural learning

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## Financial performance

# School Budget Management - 2023

01166900 - Buxton Primary School (01166900)

Pay Period: Reconciliation

End Date: 31 Dec 2023

## SRP

Summary	Section 1 Credit	Section 2 Cash	Total
<b>A</b> Budget - Current Year	\$442,663	\$146,564	\$589,227
<b>B</b> Surplus B/F from previous year	\$9,234	\$0	\$9,234
<b>C</b> Credit to Cash Transfers	\$0	\$0	\$0
<b>D</b> Cash to Credit Transfers	\$5,000	(\$5,000)	\$0
<b>E</b> Total Funds available	\$456,897	\$141,564	\$598,461
<b>F</b> Projected Expenditure	\$441,214	\$141,564	\$582,778
<b>G</b> Projected Balance	\$15,683	\$0	\$15,683
<b>Surplus available to school or deficit to be repaid</b>	<b>\$15,683</b>	<b>\$0</b>	<b>\$15,683</b>
	<b>Surplus</b>	<b>Surplus</b>	<b>Surplus</b>

In 2023, Buxton Primary School continued to be in a strong financial position, with a surplus of \$15,683. The School invested in an increased staffing profile to support targeted student learning and wellbeing. We were able to reduce class sizes and provide a broad range of teaching and learning programs and cross curricular experiences using our equity funding. We supported three students within the Program for Students with Disabilities, one at level 2 and two students at level 3. \$75,000 grant funding was received to deliver a School Council run Out of School Hours Care program. The Bushfire Preparedness Program provided \$18,000 to undertake bushfire risk minimisation works. Mental Health Fund initiatives included increased teaching staff, providing music therapy, occupational therapy and school based wellbeing programs.

For more detailed information regarding our school please visit our website at [www.buxtonps.vic.edu.au](http://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 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 15 students were enrolled at this school in 2023, 7 female and 8 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).

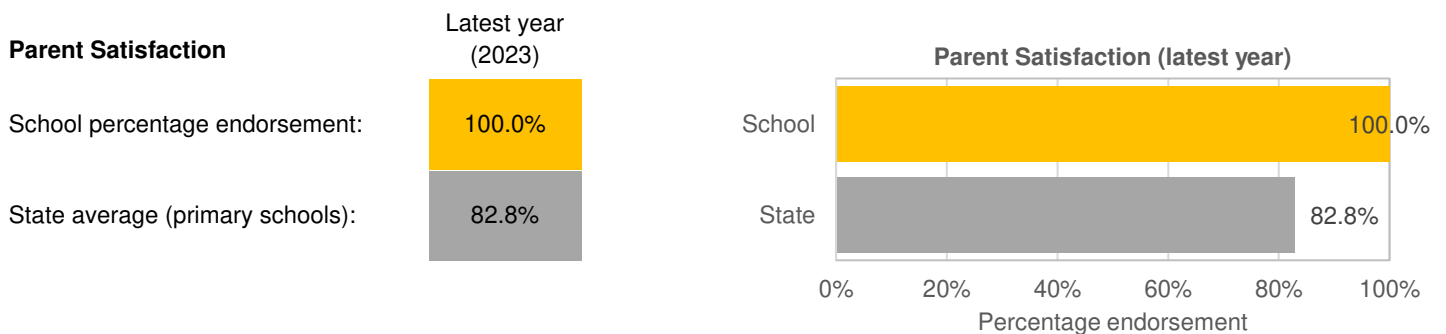
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

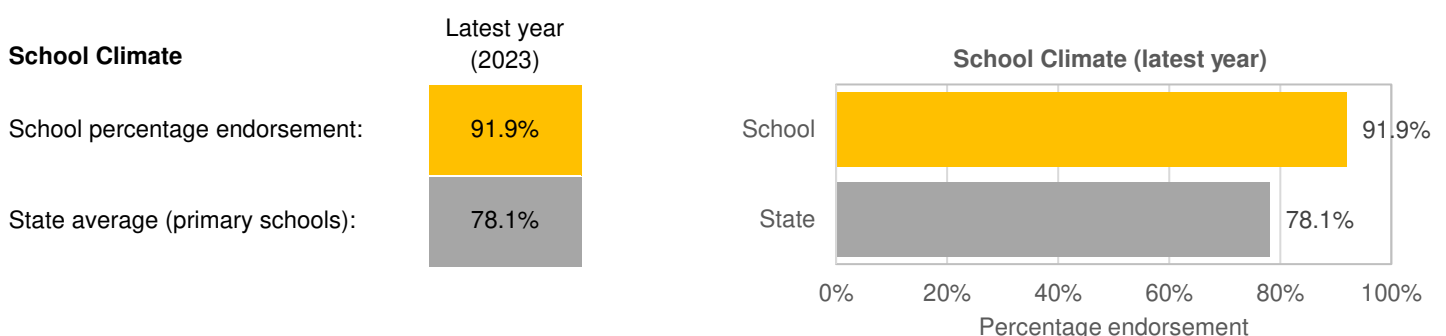


### School Staff Survey

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 against the Victorian Curriculum

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

#### English Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

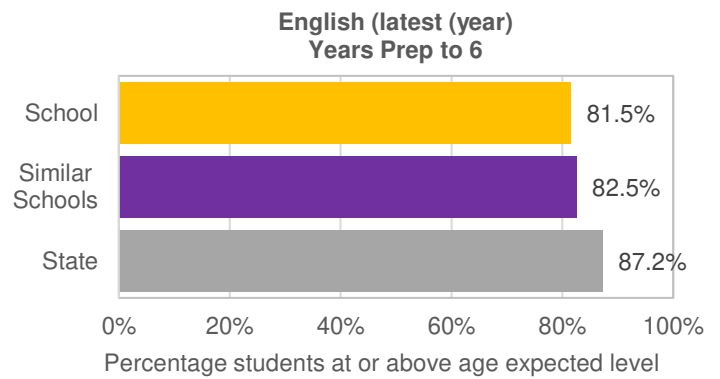
81.5%

Similar Schools average:

82.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

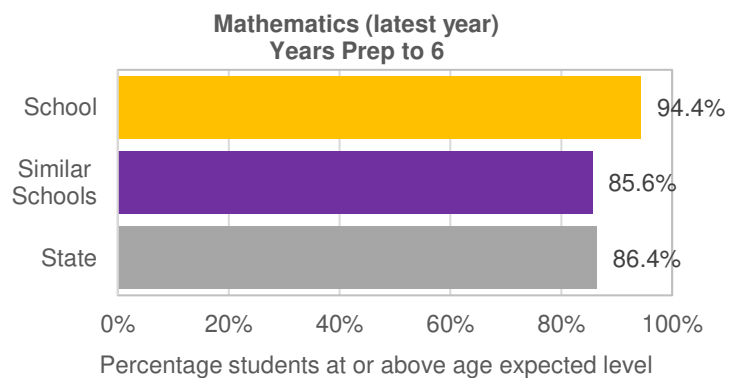
94.4%

Similar Schools average:

85.6%

State average:

86.4%





## 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

#### Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

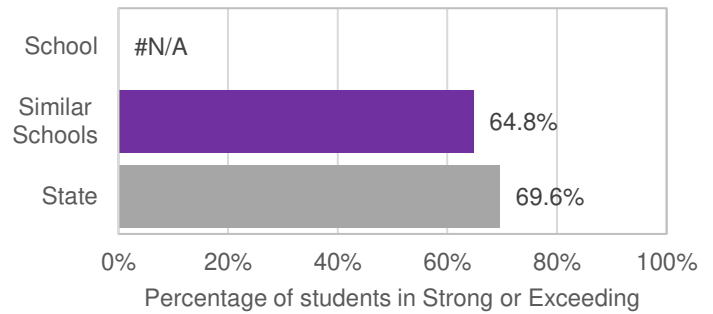
Similar Schools average:

64.8%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

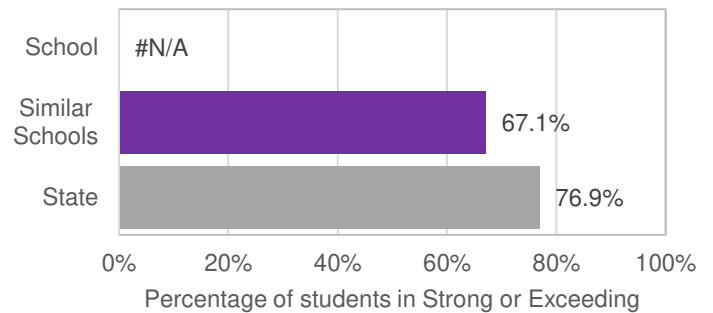
Similar Schools average:

67.1%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDA

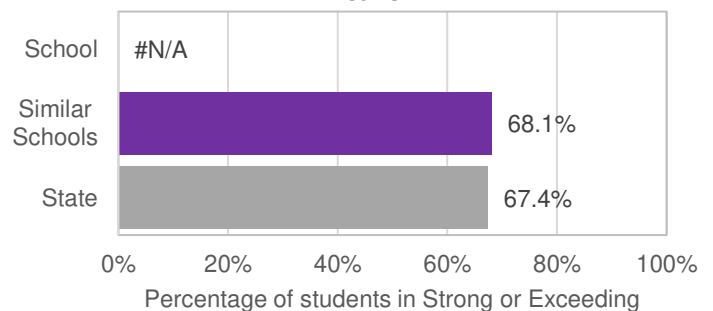
Similar Schools average:

68.1%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

NDP

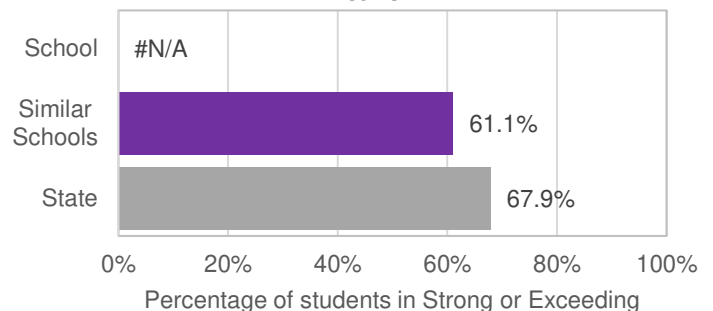
Similar Schools average:

61.1%

State average:

67.9%

#### NAPLAN Numeracy (latest year) Year 5



## 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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

#### Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDA

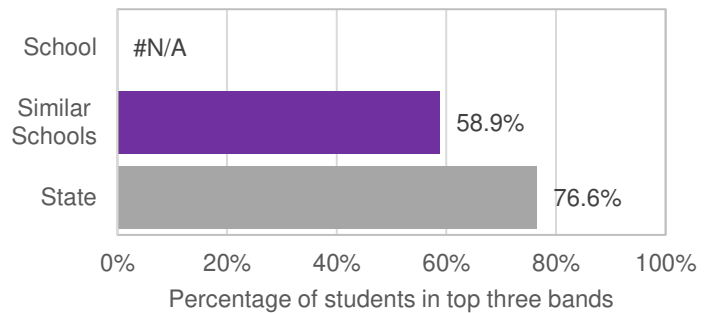
Similar Schools average:

58.9%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

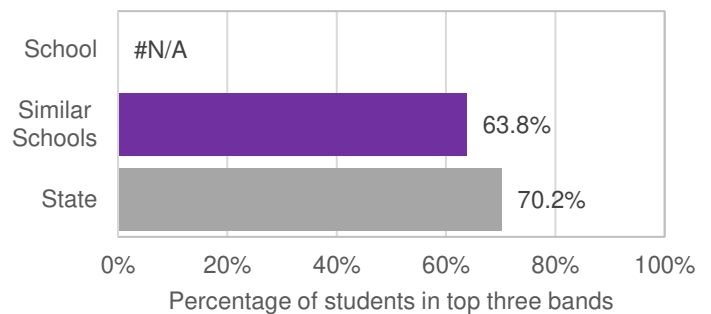
Similar Schools average:

63.8%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

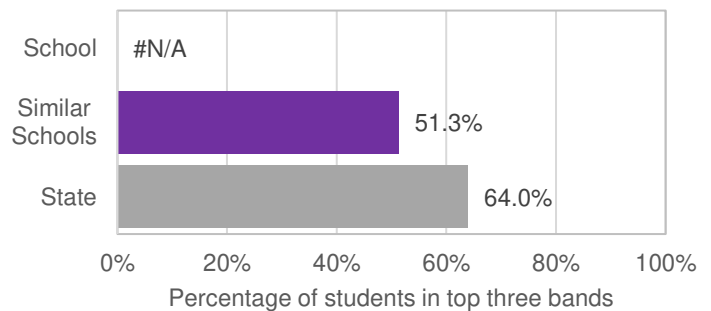
Similar Schools average:

51.3%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

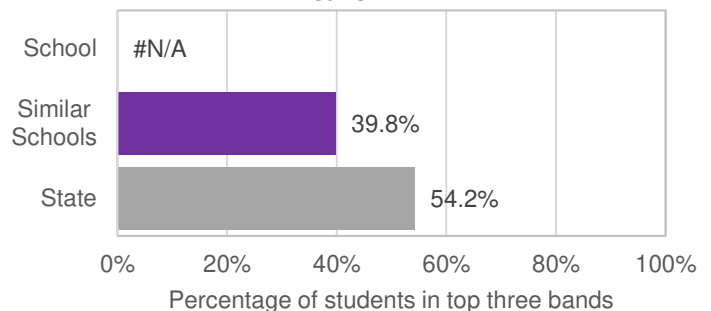
Similar Schools average:

39.8%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

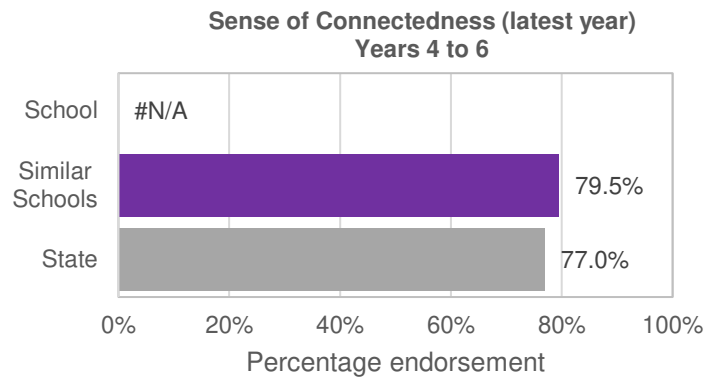
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDP	80.2%
Similar Schools average:	79.5%	82.2%
State average:	77.0%	78.5%

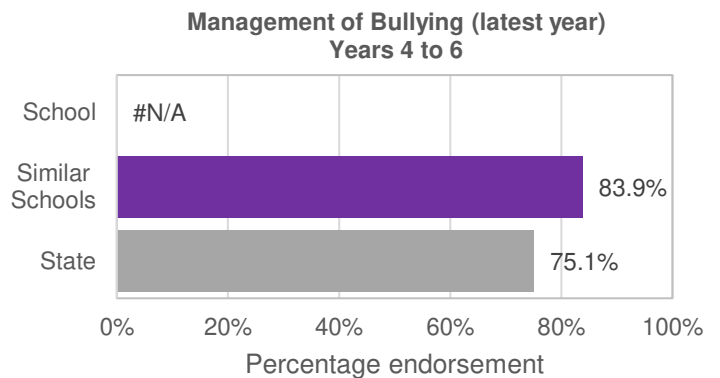


### Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDP	74.6%
Similar Schools average:	83.9%	84.2%
State average:	75.1%	76.9%



## ENGAGEMENT

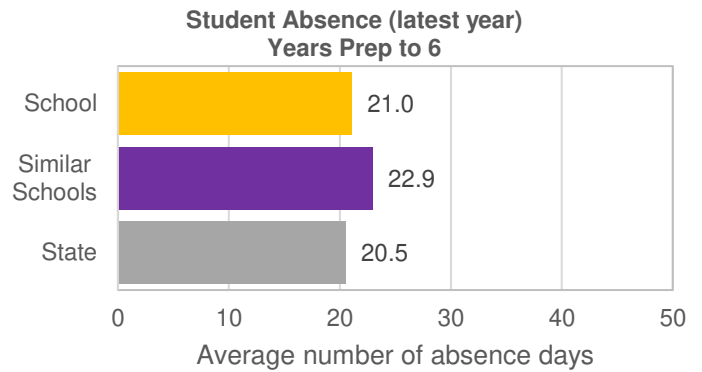
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2023)	4-year average
School average number of absence days:	21.0	21.2
Similar Schools average:	22.9	18.8
State average:	20.5	18.1



### 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 (2023):	91%	94%	NDP	NDP	NDP	NDP	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$456,897
Government Provided DET Grants	\$152,584
Government Grants Commonwealth	\$36,605
Government Grants State	\$21,983
Revenue Other	\$5,527
Locally Raised Funds	\$37,428
Capital Grants	\$5,080
<b>Total Operating Revenue</b>	<b>\$716,103</b>

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

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$439,658
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$12,040
Communication Costs	\$1,018
Consumables	\$13,669
Miscellaneous Expense <sup>3</sup>	\$3,353
Professional Development	\$3,465
Equipment/Maintenance/Hire	\$14,699
Property Services	\$38,823
Salaries & Allowances <sup>4</sup>	\$137,642
Support Services	\$47,085
Trading & Fundraising	\$10,536
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,030
<b>Total Operating Expenditure</b>	<b>\$729,017</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$17,994)</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 17 Feb 2024 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 2023

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$92,623
Official Account	\$10,918
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$103,541</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$42,384
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,175
School Based Programs	\$61,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$146,059</b>

*All funds received from the Department of Education, 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.*