Bairnsdale Primary School

2015 Annual Report to the School Community

Bairnsdale Primary School

School Number: 754

Name of School Principal: Trudie Nagle

Name of School Council President: Belinda Stewart

Date of Endorsement: March 2016
All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.
Bairnsdale Primary School believes that every child should be provided with a safe and secure learning environment facilitated by excellent teaching and learning that enables each student to reach their full potential.

Excellent teaching is all that is acceptable at 754, with our children deserving nothing less and teaching will target every child’s exact point of need in all areas of the curriculum.

Our Vision Statement is: 754 Primary School will maximise opportunities to develop resilient individuals in an ever changing world.

Our school’s mission statement is to develop literate and numerate students through ongoing, structured student centred learning.

Our student management framework centres around the School Wide Positive Behaviour System and this work is based around the 3 R’s: Respect, Responsibility and Resilience.

Bairnsdale Primary School was established in 1864 and it is known locally as ‘754’ after its school number and has a long and proud history within the local community.

The sense of history is also evident in the school’s buildings. The historic school building is classified by the National Trust and is important to the whole community. In the last five years a major building development has been undertaken with the open planned Junior School Complex being an important and central part of “754”. The grounds reflect the positive environmental beliefs of the students and parents with a vegetable garden, compost area, Koorie garden and colourful flower beds.

Our student cohort totals 271 and consists of 20% Koorie students and 3% Non-English Speaking backgrounds.

Our school offers a rich and varied curriculum with Specialist teachers providing Physical Education, Visual Arts and Japanese.

### Achievement

Student outcomes at Bairnsdale Primary are below state averages in every element and are significantly below in several areas. These comparisons take into account the low socio-economic factor in the community as well as cultural considerations.

As can be seen from the Performance Summary information below, Bairnsdale Primary School has:

**Surveys**
- A low to mid socio economic profile. This is based on the school’s Student Family Occupation index, which takes into account parents occupations.
- A high percentage of Koorie students (20%)
- A degree of parent satisfaction that falls into the bottom 20% of the state
- A degree of staff satisfaction that falls into the bottom 15% of the state.
- Our Attitude to School Survey (completed by the grade 5 & 6 children) indicates that of the 11 elements, 2 rank over the 50th percentile.

**Teacher Judgments**
- Teacher judgments indicate that the number of children in English achieving at or above the expected level is similar to schools with similar characteristics to our own.
- Teacher judgments indicate that the number of children in Numeracy achieving at or above the expected level is similar to schools with similar characteristics to our own.

**NAPLAN**
Grade 3 Naplan (Reading and Numeracy) results are in the bottom 20% of the state, across a 4 year average.
Bairnsdale Primary School

Grade 5 Naplan (Reading and Numeracy) results are in the bottom 20% of the state, across a 4 year average.

Relative Growth in children from grade 3 to grade 5 consistently shows too many children making low growth, some making medium growth and not enough making high growth. The focus for 754 is to raise the number of children making high growth and reduce the number making low growth.

To guarantee continuous improvement, 754 will prioritize:
- Improving teacher capacity
- Teaching at the point of need
- Focused Literacy and Numeracy walks and specific targets around teacher performance.

Engagement

Bairnsdale Primary continually communicates to the school community the importance of being at school, being well prepared for school and families being engaged in their children’s learning.

We operate a phone call system for children who are unexpectedly absent and / or when students are absent for extended periods. This system is supported by the PWO, Principal Class and classroom teachers.

It is part of the class teacher requirements to contact home if a student is absent for more than 2 days without explanation.

Our school attendance data shows us achieving weaker results to schools with the same characteristics. We will be aiming to have all year levels higher than 95% attendance rates.

<table>
<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>89%</td>
<td>86%</td>
<td>87%</td>
<td>89%</td>
<td>89%</td>
<td>90%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Note: to miss 10% of school is equivalent to 20 days, thus a full month of learning.

Across 7 years of learning, this almost a full year of school.

Our Attitude to School Survey (completed by the grade 5 & 6 children) indicates that of the 11 elements, 2 rank over the 50th percentile. There is much work to be done at 754, to improve this survey result.

We have a Student Leadership program that sees the leaders elected by the student body.
House Captain opportunities are also available. The opportunities to take on a leadership role are vast, from small responsibility roles to large formal roles.

Wellbeing

Bairnsdale Primary School staff have a very strong understanding of the impact of low socio economic influences on schooling. The effects of poverty are significant and the whole staff has spent significant time in professional development around this. Staff know the children in their grades intimately and their care is a vital school priority.

All staff are able to recognize issues / concerns with their families, provide or seek appropriate support and consideration.

2016 will see a focus on the “Emotional Bank Account”, which promotes positive relationships between home and school. This is a direct contact between the teacher and the parents. A series of structures are now in place to ensure consistent communication in a positive context. This strategy will discussed at each of the Parent / Teacher interviews held in early March.

Bairnsdale Primary has a Student Engagement and Wellbeing Officer who works five days per week. Our PWO has had a long and intimate connection to 754, with a vast background in supporting our school. The PWO works closely with the Principal class team, the teachers and ESS staff to support all members of our school community.
Productivity

Successful productivity outcomes exist when a school uses all of its resources (people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables and individual learning plans) to the best possible effect and in the best possible combination to support improved student outcomes and achieve the schools goals and targets.

Bairnsdale Primary will need to refocus these resources and address the current Work Force Plan, to achieve great growth in student outcomes. The most significant, most influential resource at a schools disposal is its workforce.

All programs at 754 will be strategically planned and budgeted, with a clear focus on “what is in the best interest of the children”.

For more detailed information regarding our school please visit our at:
  Website: http://www.bairnsdale754ps.vic.edu.au
  Facebook: www.facebook.com/pages/Bairnsdale-Primary-School
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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Enrolment Profile

A total of 271 students were enrolled at this school in 2015, 161 female and 110 male. There were 3% of EAL (English as an Additional Language) students and 19% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
## Performance Summary

### Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Towards Foundation Level AusVELS

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

### School Comparison

- **Results: English**
  - No Data Available

- **Results: Mathematics**
  - No Data Available

- **Similar**
### Performance Summary

**Achievement**

**NAPLAN Year 3**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.

**NAPLAN Year 5**

The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results: Reading</td>
<td><img src="#" alt="Similar" /></td>
</tr>
<tr>
<td>Results: Reading (4-year average)</td>
<td><img src="#" alt="Similar" /></td>
</tr>
<tr>
<td>Results: Numeracy</td>
<td><img src="#" alt="Similar" /></td>
</tr>
<tr>
<td>Results: Numeracy (4-year average)</td>
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</tbody>
</table>
## Performance Summary

**Achievement**

**NAPLAN Learning Gain**

- **Year 3 - Year 5**

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>33%</td>
<td>44%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>40%</td>
<td>45%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>45%</td>
<td>35%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
Performance Summary

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

<table>
<thead>
<tr>
<th></th>
<th>Prep</th>
<th>Yr1</th>
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<td>89</td>
<td>89</td>
<td>90</td>
<td>88</td>
</tr>
</tbody>
</table>

Student Outcomes

Results: 2015

Results: 2012 - 2015 (4-year average)

School Comparison

Lower

Lower
## Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School - Connectedness to School</strong>&lt;br&gt;Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td>Results: 2015&lt;br&gt;1 5</td>
<td>Similar</td>
</tr>
<tr>
<td></td>
<td>Results: 2012 - 2015 (4-year average)&lt;br&gt;1 6</td>
<td>Similar</td>
</tr>
<tr>
<td><strong>Students Attitudes to School - Student Perceptions of Safety</strong>&lt;br&gt;Measures the Student Perceptions of Safety factor derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td>Results: 2015&lt;br&gt;1 5</td>
<td>Similar</td>
</tr>
<tr>
<td></td>
<td>Results: 2012 - 2015 (4-year average)&lt;br&gt;1 6</td>
<td>Lower</td>
</tr>
</tbody>
</table>
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
## Financial Performance and Position

### Financial Performance - Operating Statement
Summary for the year ending 31 December, 2015

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$2,013,006</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$304,501</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$915</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$3,800</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$29,143</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$174,889</td>
</tr>
</tbody>
</table>

**Total Operating Revenue** $2,526,254

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,971,784</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$14,211</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$4,112</td>
</tr>
<tr>
<td>Consumables</td>
<td>$41,938</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$114,509</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$6,304</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$98,263</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$145,126</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$37,275</td>
</tr>
<tr>
<td>Utilities</td>
<td>$27,159</td>
</tr>
</tbody>
</table>

**Total Operating Expenditure** $2,460,681

**Net Operating Surplus/-Deficit** $65,573

| Asset Acquisitions | $0 |

### Financial Position as at 31 December, 2015

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$75</td>
</tr>
<tr>
<td>Official Account</td>
<td>$40,330</td>
</tr>
</tbody>
</table>

**Total Funds Available** $40,405

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$10,850</td>
</tr>
<tr>
<td>Beneficiary/Memorial Accounts</td>
<td>$7,255</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$22,300</td>
</tr>
</tbody>
</table>

**Total Financial Commitments** $40,405

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Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

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.*

### Financial performance and position commentary

In 2015 our school finished the school year with a surplus.

The reason for a surplus occurring was:
- Our former Principal retired at the end of term 2 last year and was replaced by our current Assistant Principal.
- The Assistant Principal was not replaced hence a surplus